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1 June 2019

External evaluation report

- **Higher education institution:**

Frederick Institute of Technology

- **Town:** Limassol

- **Programme of study (Name, ECTS, duration, cycle)**

In Greek:

Τεχνικός Οχημάτων (2 Έτη, Διπλωμα)

In English: Automotive Technician, 120 ECTS, 2 years, Diploma

- **Language of instruction:** Greek

- **Programme's status**

New programme: x

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The External Evaluation Committee (EEC) visited the Frederick Institute of Technology (Limassol) on 31st May 2019. The visit took place according to the following schedule:

- *meeting with the Head of the Institution and the members of the Internal Evaluation Committee*
- *examination of the School’s structure*
- *meeting with the program Coordinator. Presentation of the curriculum*
- *presentation of program’s feasibility study.*
- *discussion of the program as a whole and information relevant to its response to the Criteria*
- *presentation of the equipment used in teaching and learning*
- *presentation of the academic/teaching staff teaching each course for all the years of study*
- *examination of the curriculum vitae of the academic/teaching staff and their relationship with the institution as teachers in connection with any other duties they may have in the institution or/and other programs.*
- *a meeting only with members of the teaching staff*
- *a meeting only with students’ representatives*
- *a meeting with members of the administrative staff*
- *on site visit to the premises of the institution (library, computer labs, research facilities etc.).*

B. External Evaluation Committee (EEC)

Name	Position	University
Prof Mauro Velardocchia	Chair	Politecnico di Torino, Italy
Prof John Allport	Member	University of Huddersfield, UK
Prof Aldo Sorniotti	Member	University of Surrey, UK
Student Michalis Mavros	Member	University of Cyprus
Mr. Michalis Fountoulis*	Member	Dept. of Electromechanical Services

* The representative of the Regulatory Body takes part to the External Committee only to evaluate that the program to be examined does not contradict the provisions (if applicable)

of the relevant Legislation (οι περί των Τεχνιτών Οχημάτων Νόμοι) and he does not express an opinion on the program's content.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the programme of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*

- *the teaching, learning and assessment procedures*
- *the pass rates*
- *the learning opportunities available to the students*
- *graduate employment information*

Findings

The programme under consideration is already being run at the Institute's Nicosia campus. The quality assurance procedures and support are already successfully supporting other courses at the Limassol campus, and these structures will be used to support the proposed Automotive Technician Diploma.

The programme of study and the learning objectives are established and are appropriate to the course proposed.

The public information material developed for the Nicosia campus will be used with relevant modifications for the Limassol campus.

Strengths

The study programme is based on a balanced approach on both theoretical and vocational focus

The strategy is coherent with the institution objectives

The courses are influenced by external stakeholders and are responding to the requirements from outside. The links with industry potentially allow for good results in terms of placements

The programme benefits from support coming from the FIT Nicosia campus and Frederick University, particularly through the involvement of experienced senior staff members

Low student/staff ratio will permit appropriate student supervision, mentoring both for lectures and for internship

The course material is established and has been proven to be fit for purpose

Areas of improvement and recommendations

None noted

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	10

1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	10
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	10
1.3.2	The programme webpage information and material	9
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	10
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	10
1.5.2	The programme's content	10
1.5.3	The methods of assessment	9
1.5.4	The teaching material	9
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	9
1.5.7	The research orientation of the programme	9
1.5.8	The quality of students' assignments	9
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	9
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	9

1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	9
1.9	New research results are embodied in the content of the programme of study.	9
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.11	Students' command of the language of instruction is appropriate.	9
1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	9
1.13	The learning outcomes and the content of the courses are consistent.	9
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	9
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	9
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	N/A
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	9
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	9
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	9
1.20	The admission requirements are appropriate.	10
1.21	Sufficient information relating to the programme of study is posted publicly.	9
1.22	The teaching methodology is suitable for teaching in higher education.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Provide information on:

1. Employability records – *not applicable, but the business case presented was sound*
2. Pass rate per course/semester – *not applicable due to the fact it is a new programme*
3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS – *This appears to be consistent with a programme of this type and level*

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant *Partially compliant* *Substantially compliant* *Fully compliant*

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

Findings

The teaching methods are based on lectures, tutorials, practical sessions and workshops. These methods are appropriate to the outcomes. Some more innovative educational technologies could be considered by the HEI for future development. Input from the higher degrees and research at Frederick University was seen to enhance the teaching, for example CFD work from research was used to provide visual contextualisation of the operation of injectors for the Diploma students.

In general, the assessment methods seem to be appropriate. Independent external moderation would be recommended to ensure that the correct level is reached by students.

Strengths

Qualitative feedback was provided to students to assist them in understanding where their knowledge was lacking

Support for the programme from senior university professors, in particular the relevant research advising the teaching
 The knowledge and experience of the extensive staff involved in the programme
 The combination of practical and theoretical contents
 The small class sizes
 The use of internship to develop practical skills

Areas of improvement and recommendations

Recommend the adoption of innovative pedagogical methods

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

- 1 – 4: Non-compliant
- 5 or 6: Partially compliant
- 7 or 8: Substantially compliant
- 9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	9
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	9
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	9
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	9
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	9
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	8
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	6

2.10	It is ensured that teaching and learning are continuously enriched by research.	9
2.11	The programme promotes students' research skills and inquiry learning.	9
2.12	Students are adequately trained in the research process.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- **Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly. Several recommended textbooks are not the latest and should be reviewed to evaluate whether more appropriate texts are available.**

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant *Partially compliant* **Substantially compliant** *Fully compliant*

3. Teaching Staff (ESG 1.5)

Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings

The ratio of full time members of teaching staff involved to the total is approximately 86%. Most of the teaching staff have a PhD degree and all are given training in teaching as part of their induction at the Institute. Continuing Professional Development is also strongly encouraged.

Strengths

The breadth and depth of both practical and teaching experience across the staff.
Visiting teaching staff with practical experience
The very small number of students per class

The extensive research in the subject area informing the teaching
The feedback from the students regarding each module

Areas of improvement and recommendations

Ensuring that teaching staff stay abreast of innovative pedagogical advances

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	10
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialization	9
3.2.2	Research and Publications within the discipline	10
3.2.3	Experience / training in teaching in higher education	10
3.3	The programme attracts visiting professors of recognized academic standing.	9
3.4	The specialisations of visiting professors adequately support the programme of study.	9
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	9
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	10
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10
3.8	The teaching load allows for the conduct of research and contribution to society.	9

3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	9
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	9
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	9
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- ***The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies. Further efforts are recommended on this aspect, particularly in advanced pedagogical techniques.***

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff. - *The proportion of special teaching staff is well below the 30% limit.*

Please circle one of the following for:

Teaching Staff

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

The appropriate policies and procedures for student admission, progression, recognition and certification are in place, as they are already used for the same course at the Nicosia campus. The student support mechanisms are extensive, including pastoral and academic support

Strengths

Exemplary policies, procedures for student admission, progression, recognition and certification are in place through the existing FIT and Frederick University structures.

Areas of improvement and recommendations

None

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	9
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	9
4.3	The programme's evaluation mechanism, by the students, is effective.	9
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	N/A
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	9
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	9

4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	9
4.9	Students are satisfied with their learning experiences.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Students

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings

The resources available at Limassol have been based on the FIT experience from running the course in Nicosia. Facilities have been duplicated, although the workshops are at a distance from the campus as they are shared with another institution. All facilities are state of the art and appear to be regularly updated.

Strengths

The link with the Frederick University and the access to their facilities.
The range and standard of workshop equipment available to the students.

Areas of improvement and recommendations

Teaching materials need to be regularly reviewed and updated.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

- 1 – 4: Non-compliant
5 or 6: Partially compliant
7 or 8: Substantially compliant
9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	10
5.2	The library includes the latest books and material that support the programme.	9
5.3	The library loan system facilitates students' studies.	9
5.4	The laboratories adequately support the programme.	10
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	9
5.7	Suitable books and reputable journals support the programme of study.	9
5.8	An internal communication platform supports the programme of study.	9
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	10
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	9
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- **Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.** The reading lists of the proposed modules should be updated to consider the most recent textbooks in the relevant subject areas

Please circle one of the following for:

Resources

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

C. Conclusions and final remarks

These comments and remarks are based on the information available at the time of the accreditation.

The programme under consideration is already being run at the Institute's Nicosia campus. The quality assurance procedures and support are already successfully supporting other courses at the Limassol campus, and these structures will be used to support the proposed Automotive Technician Diploma. The programme of study and the learning objectives are established and are appropriate to the course proposed.

The teaching methods are based on lectures, tutorials, practical sessions and workshops. These methods are appropriate to the outcomes. Some more innovative educational technologies could be considered by the HEI for future development, such as use of online resources to support the learning. The adoption of innovative pedagogical methods is recommended.

Input from the higher degrees and research at Frederick University was seen to enhance the teaching. In general, the assessment methods seem to be appropriate. Independent external moderation would be recommended to ensure that the correct level is reached by students.

The ratio of full time members of teaching staff involved to the total is approximately 86%. Most of the teaching staff have a PhD degree and all are given training in teaching as part of their induction at the Institute. Continuing Professional Development is also strongly encouraged. This level of commitment to the teaching of the programme is to be commended.

Exemplary policies, procedures for student admission, progression, recognition and certification are in place through the existing FIT and Frederick University structures. The experience of the staff in this area is clear, and the resources available are sufficient to cover both campuses.

The resources available at Limassol have been based on the FIT experience from running the course in Nicosia. Facilities have been duplicated, although the workshops are at a distance from the campus as they are shared with another institution. All facilities are state of the art and appear to be regularly updated. However, teaching materials need to be regularly reviewed and updated, particularly reading lists.

In conclusion, the programme as proposed is considered to be compliant with the requirements with only minor improvements needed.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof Mauro Velardocchia	
Prof John Allport	
Prof Aldo Sorniotti	
Student Michalis Mavros	
Mr. Michalis Fountoulis	

Nicosia, 1st June 2019