

Doc. 300.1.3

Date: 11.03.2025

Feedback Report from EEC Experts

- **Higher Education Institution:**
Public School of Higher VET - MIEEK

- **Town:** Nicosia

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μηχανική Αυτοκινήτου (2 Χρόνια, 120 ECTS,
Σύντομου Κύκλου)

In English:

Automotive Engineering (2 Years, 120 ECTS, Short-
Cycle)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Findings The programme under review by MIEEK at the Nicosia Branch has been running for a number of years. Therefore, the structure and level of the course has been optimised and the running aspects of this were examined during the evaluation meeting. The programme incorporates both valuable theory and practical components in the lab. Course objectives and learning outcomes are based on ECTS referencing. Members of academic staff possess qualifications that combine educational and industrial experience, with a strong level of expertise. Additionally, the infrastructure is generally well-suited to support the programme in accordance with its scope and educational level. Given the rapid advancements in the automotive sector, technical personnel must continuously update their skills and this programme is designed to meet labour market demands by equipping students with scientific, technical, and professional competencies. The curriculum covers both traditional and new topics in automotive engineering, including internal combustion engines, electrical and electronic systems, vehicle dynamics, as well as hybridised powertrains and electric vehicles. A formal review process of the courses is in place, incorporating input from academic staff, including student evaluations	The "Automotive Engineering" Programme Committee welcomes the positive attitude of the EEC during its visit to the MIEEK Nicosia Branch, in the context of the re-evaluation of the programme for full compatibility with the defined quality criteria.	Compliance Thank you, no further comment by the EEC.

and stakeholder feedback. The MIEEK Quality Assurance (QA) officer, in collaboration with the academic coordinator and local programme coordinator, oversees the monitoring and continuous assessment of the programme. Student participation across all MIEEK branches is integral to the evaluation process. Students are required to complete anonymous in-class questionnaires, allowing them to provide constructive feedback to their instructors and study courses. The collected data contribute to enhancing the quality of the MIEEK's educational programmes, while simultaneously improving the student learning experience. Comprehensive information regarding programme regulations, student development, admissions, enrolment, curriculum structure, examinations, and evaluations is readily available on MIEEK's official website.		
Strengths The programme seems to be addressing an area of high demand in the labour market of Cyprus, and it is designed to improve employability perspectives and salaries for its graduates. The existing laboratory in Nicosia is well-equipped to support the programme's needs and there are plans in place to enhance its capabilities by adopting incoming technologies as per future developments of the automotive sector towards sustainability. The courses offered by MIEEK on this programme appear to be running smoothly, considering quality assurance, information management, design, approval, execution, monitoring, and review of the courses.	The Programme Committee welcomes the positive feedback from the EEC on the programme's strengths.	Compliance Thank you, no further comment by the EEC.

The members of academic staff were found to be passionate about their roles and the successful delivery of the programme, including impact on the industrial sector and society as a whole. In support of this statement, students also expressed high levels of satisfaction with the educational team and programme objectives and delivery. The programme's content and syllabus, as well as regulatory framework, are publicly available.		
Areas of improvement and recommendations The programme is considered of excellent theoretical and practical content. This requires presence in the school for five afternoons per week. In term, this poses demands on the students whose majority work as professionals in the morning, and affects their work-educational-life balance. A different approach could be considered, where one day per week was free of the need for physical presence in the school, and be replaced by alternative means of training and assessment, for example enabling project work in own-time and/or utilizing asynchronous/blended educational approaches. The exact implementation of this would be left at the discretion of the academic board to ensure that the learning outcomes are still met. - Considering that the laboratory premises are shared between MIEEK students and Secondary Educational and Vocational Schools, graduates expressed their concerns regarding continuous availability of equipment for uninterrupted day to day training due to conflicts between morning and afternoon classes. However, it seems that	The issue of distance learning has been discussed with the CYQAA; however, it was ultimately set aside, as the programmes offered by MIEEK are delivered exclusively through in-person instruction. Regarding the issue of equipment, it was decided to create warehouses in each district that will be used exclusively by MIEEK, where all the equipment related to the programme will be stored.	Compliance The recommendation was mostly about utilising some of the existing ECTS as self-study time at home for one day per week, instead of spending these ECTS spread over the week on a daily basis. This would be to allow better work-education-life balance. Therefore, the intention was not to impose new distance-learning that would require remote teaching, but to distribute more efficiently the self-study ECTS on a weekly basis. We leave this up to MIEEK to think about, not requiring further response here. Thank you, no further comment by the EEC.

recent actions have accounted for this deficiency by implementing better management of the facilities and provision for additional equipment. -Although, there is an organizational structure for interaction between MIEEK and the Pancyprrian Association of Automotive Technicians, it could be beneficial to develop locally an industrial advisory committee with external stakeholders and academic members of the programme. Organisation of annual minuted meetings is recommended to track the programme's development and assess its impact on the local economy and society. -Although, the organisation, management and delivery of the programme, as well as MIEEK's general remit and contribution to education and society, appear all to be of excellent status, society appeared not to be well informed. It would be good if activities were developed to improve this, including social media that are popular with the current generation. In term, this could also enhance the image of the programme to be more appealing to a wider audience and enhance gender balance and diversity.	The Programme Committee agrees with the recommendation to establish a Local Industrial Advisory Committee comprising external stakeholders and academic members of the programme, which will hold annual meetings—documented with official minutes—to monitor the programme's progress and assess its impact on the local economy and society. The Programme Committee endorses the EEC's recommendation to develop initiatives that more effectively inform the public about the programme's benefits and strengthen its overall image, including targeted publicity campaigns on social media.	Thank you, no further comment by the EEC. Thank you, no further comment by the EEC.
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Findings The programme offers a well-structured curriculum with strong support from qualified teaching and administrative staff. Graduates will gain a comprehensive understanding of the Automotive Engineering sector and the role of an Automotive Technician. The study objectives and expected outcomes align with the ECTS system, ensuring effective knowledge evaluation. The programme's design and staff expertise fully support its educational aims. Students value the dedication of the staff and the flexibility of afternoon classes, which allow them to balance studies with employment. However, attending five days a week poses challenges, particularly for those commuting from work. Exploring alternative educational methods, for example asynchronous/blended learning approaches could help mitigate this issue. A key strength of the programme is its integration of hands-on training with theoretical learning across all subjects of automotive engineering. Practical components are well-documented in the syllabus, ensuring a thorough educational experience. Assessment methods are transparent and consistently applied. Clear evaluation criteria keep students informed.	The Programme Committee welcomes the positive feedback from the EEC regarding the strengths of the programme.	Compliance Thank you, no further comment by the EEC.

Strengths Laboratories are modern and well-equipped, featuring dedicated equipment specifically designed for vocational education rather than generic workshop kits. Students engage in laboratory exercises that enhance their understanding of component operation and participate in hands-on maintenance tasks with real engines and industry-standard equipment. Training programs are continuously updated to reflect current market demands and industry trends. Equipment, tools, and teaching methods are selected to mirror real-world conditions, preparing students for a seamless transition into the workforce. The curriculum strikes a balance between theoretical knowledge and practical application. Students learn core principles in the classroom and then apply them directly in workshops and laboratories, ensuring deeper understanding and skill mastery. Teachers offer closer, more individualized guidance, assisting students with both theoretical challenges and practical exercises. Small group activities and accessible instructors create a supportive learning environment that fosters student success. The institution participates in Erasmus+ and similar international programs, providing students with internship opportunities. These experiences not only expand students' professional networks but also enhance their intercultural personal and technical communication skills.	The Programme Committee welcomes the EEC's conclusions on the programme's strengths, which fully reflect the collective and long-term effort of all programme contributors.	Compliance Thank you, no further comment by the EEC.
Areas of improvement and recommendations Some students find the entry-level mathematics and theoretical concepts challenging, particularly	The Programme Committee endorses the recommendation to introduce short preparatory	Compliance Thank you, no further comment by the EEC.

those who have been out of school for several years. Introducing short, preparatory sessions could help bridge this gap and improve their readiness for the programme. Attending classes five days a week is difficult for some students, especially those commuting from work. Exploring alternative formats, such as asynchronous or blended learning, could offer more flexibility and alleviate this challenge. The shared use of laboratory facilities between MIEEK students and Secondary Educational and Vocational Schools has raised concerns about equipment availability due to scheduling conflicts between morning and afternoon sessions. Recent actions to improve facility management and provide additional equipment have addressed this issue to some extent. Ongoing student feedback is essential to ensure the effectiveness and sustainability of these improvements.	sessions aimed at bridging this gap and enhancing students' readiness for the programme. The issue of distance learning has been discussed with the CYQAA; however, it was ultimately set aside, as the programmes offered by MIEEK are delivered exclusively through in-person instruction. Regarding the issue of equipment, it was decided to create warehouses in each district that will be used exclusively by MIEEK, where all the equipment related to the programme will be stored.	The recommendation was mostly about utilising some of the existing ECTS as self-study time at home for one day per week, instead of spending these ECTS spread over the week on a daily basis. This would be to allow better work-education-life balance. Therefore, the intention was not to impose new distance-learning that would require remote teaching, but to distribute more efficiently the self-study ECTS on a weekly basis. We leave this up to MIEEK to think about, not requiring further response here. Thank you, no further comment by the EEC.
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Findings The teaching staff involved in the evaluated program possess the necessary qualifications to deliver high-quality education and achieve the curriculum's learning objectives. All instructors hold relevant academic degrees, including Bachelor and Master qualifications, with two specialized educators for Mathematics and English courses. The program coordinator brings extensive industry experience and a solid background in educational institutions, contributing valuable insights to the program's structure and relevance to current industry practices. With seven staff members currently employed, the program maintains a favorable student-to-staff ratio, ensuring personalized attention and support for students during both theoretical and practical sessions. Staff members actively participate in Erasmus+ programs, professional seminars, and workshops to stay updated with the latest educational methodologies and industry advancements. This commitment to continuous development directly benefits the learning environment and enhances instructional quality.	The Programme Committee fully aligns with the EEC's position on the importance of professional excellence and training of the instructors involved in the programme.	Compliance Thank you, no further comment by the EEC.
Strengths Although the recruitment processes for the academic personnel were not described in detail, it was found that the teaching staff in this programme demonstrate a good grasp of established educational practices, combined with experience in the field. Their	The Programme Committee welcomes the EEC's findings and remains committed to attracting highly qualified teaching personnel to MIEEK, ensuring the continued delivery of high-quality education within the Branch.	Compliance Thank you, no further comment by the EEC.

expertise enables them to effectively cover the programme's topics while providing personalized attention to address individual student needs. Instructors possess a solid foundation in both theoretical concepts and practical applications. They understand the importance of integrating these two aspects, ensuring that students gain not only conceptual knowledge but also the necessary hands-on skills. The teaching personnel stay up-to-date with contemporary industry practices, methodologies, and emerging technologies. This ensures that the curriculum remains relevant and aligned with the current demands of the automotive sector. The teaching personnel demonstrate a genuine passion for education, consistently showing enthusiasm in delivering lessons, supporting students, and contributing to the programme's daily operations. Their proactive approach and dedication to student success significantly impact the programme's overall effectiveness.	The Programme Committee welcomes the conclusions of the EEC and would like to inform you that seminars for instructors on new technologies are already being planned.	Thank you, no further comment by the EEC.
Areas of improvement and recommendations The Committee was highly impressed by the qualifications and expertise of the staff, who possess advanced academic credentials combined with substantial industry experience. Their dedication and positive attitude toward their work significantly contribute to the programme's overall success. The procedure for staff recruitment could be more clearly displayed in the public domain thus maintaining the high quality of the personnel.	The Programme Committee welcomes the EEC's conclusions and assures that instructors are continuously enhancing their knowledge and skills, effectively delivering instruction using the appropriate and up-to-date equipment. The Programme Committee agrees with the EEC's recommendation and will adopt measures to ensure that the staff recruitment procedure is more clearly and transparently presented in the public domain, as this will contribute to maintaining	Compliance Thank you, no further comment by the EEC. Thank you, no further comment by the EEC.



	the high quality of personnel and reinforcing the integrity of the recruitment process.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Findings The programme has clear student admission criteria based on the regulatory framework of the Republic of Cyprus, which are also explicitly mentioned in MIEEK's website. So is the regulation on studies, with the students' obligations and rights. The teaching staff demonstrated the consistency and willingness to monitor students' performance and progress. However, statistical analysis of student performance data e.g., in terms of current and historical grades of courses was not presented, it would be beneficial if an automated system was developed to present diagrams of distributions of grades of the current year in comparison with cumulative historical distributions. This would allow better monitoring of courses and their long-term improvement for consistency and comparison with the same programmes in MIEEKs in other locations. The certification upon successful completion of the studies allows the students to enter the industry and qualify for Automotive Technician without the need for other examination procedures.	The Programme Committee fully agrees with the findings of the EEC regarding the use of objective criteria and transparent procedures for the selection of students. To enhance student data analysis and overall management, we have implemented a new electronic management system, which is continuously being upgraded to ensure optimal performance.	Compliance Thank you, no further comment by the EEC. Thank you, no further comment by the EEC.
Strengths The programme demonstrates a high rate of graduate employment, with many students successfully transitioning into industry roles shortly after completing their	The Programme Committee welcomes the EEC's comments and will continue to work to maintain and enhance the programme's strengths.	Compliance Thank you, no further comment by the EEC.

studies. This strong market absorption reflects the programme's alignment with industry needs and the practical, job-ready skills imparted during training. The Erasmus+ program and internship opportunities are well-organized, providing students with valuable, hands-on training experiences both locally and abroad. These initiatives not only enhance students' technical skills but also help them build professional networks, improve their intercultural personal and technical competence, and increase their chances of securing employment in a competitive job market.		
Areas of improvement and recommendations Establishing a formal alumni association, along with related graduate activities, would provide a valuable resource for tracking graduates' career progress and collecting feedback. This feedback would support the ongoing evaluation and improvement of the programme while also contributing to marketing efforts by showcasing success stories and career outcomes. The absence of elaborate statistical analysis regarding student performance, such as trends in current and historical course grades, presents an area for improvement. Developing an automated system to generate visual representations, such as grade distribution charts, would provide clearer insights into academic performance over time. This would facilitate better monitoring of course consistency and support continuous programme improvement. Additionally,	Click or tap here to enter text. There is a student association, which provides a valuable resource for monitoring graduates' progress and collecting feedback. We will be taking the necessary steps to create an alumni association for better monitoring. To enhance student data analysis and overall management, we have implemented a new electronic management system, which is continuously being upgraded to ensure optimal performance.	Compliance Thank you, no further comment by the EEC. Thank you, no further comment by the EEC.



comparing performance data across different MIEEK locations could identify best practices and inform standardisation efforts across the institution.		
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Findings The educational resources provided are sufficient and effectively meet the needs of the students. The laboratory infrastructure is well-equipped with modern tools and equipment, while the IT infrastructure is good and supports the requirements of the programme. Classroom facilities are of good quality, providing a comfortable and functional learning environment. The human resources available for the programme are highly competent and appropriate for its requirements. The staff's qualifications, experience, and commitment to student success contribute significantly to the programme's effectiveness. Students have easy access to clear and comprehensive information regarding the available services, including academic resources, administrative processes, and extracurricular opportunities. MIEEK offers robust support services at a central level, particularly in areas such as IT assistance, and administrative support. However, it is not clear how much professional psychological support and counselling can be offered. Despite this, the teaching staff demonstrate exceptional dedication by providing high-quality, personalised tutoring and guidance, effectively compensating for potential limitations.	The Programme Committee welcomes the EEC's conclusions on the quality and adequacy of teaching and learning resources (Moodle, Microsoft 365, library and availability of books and journals in printed form).	Compliance Thank you, no further comment by the EEC.
Strengths The programme benefits from well-equipped, specialised laboratories		Compliance

designed to address the specific requirements of each course. These laboratories provide hands-on training opportunities that enhance students' practical understanding of key concepts and industry practices. Students express high satisfaction with the guidance provided by their instructors. The teaching staff's commitment to student success is evident through their approachable, knowledgeable, and proactive support in both theoretical and practical aspects of the curriculum.	The Programme Committee welcomes the EEC's positive comments and assures that it will continue to work to maintain and enhance the programme's strengths.	Thank you, no further comment by the EEC.
Areas of improvement and recommendations Introducing preliminary sessions focused on fundamental theoretical aspects of the course would help students with varying educational backgrounds adapt more easily to the programme's requirements. These sessions could cover essential topics such as mathematics, physics, and core principles related to the field, ensuring a more level starting point for all students. The potential establishment of a dedicated counselling support service could significantly benefit students. Such a service would provide academic guidance, mental support, and practical advice to help students navigate challenges during their studies, thereby contributing to their well-being and academic success.	The Programme Committee endorses the EEC's recommendation to introduce short preparatory sessions—delivered either online or in person—during the programme's non-teaching periods, as these can help bridge existing gaps and enhance students' readiness for the programme.	Compliance Thank you, no further comment by the EEC.
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The Automotive Engineering programme at MIEEK Nicosia has established itself as a well-structured and effective educational offering, providing a solid foundation in both theoretical knowledge and practical skills. The curriculum is designed in alignment with ECTS standards, ensuring that learning outcomes meet both industry expectations and needs. The program reflects well-established and modern trends in the automotive sector. Students benefit from regular opportunities to provide feedback through anonymous questionnaires, which are actively used to support the continuous improvement of teaching and learning practices. The teaching staff, who bring a combination of academic qualifications and industry experience, contribute significantly to the programme's relevance and success. The infrastructure, including laboratories and IT systems, is generally sufficient to support the programme's objectives and learning activities. Several strengths were evident during the evaluation. The programme is closely aligned with labour market demands, enhancing the employability and earning potential of its graduates. Laboratories are modern, well-equipped, and tailored specifically to vocational training needs rather than relying on generic workshop kits. The curriculum ensures that students acquire hands-on skills applicable to real-world settings, but also relevant conceptual	The Programme Committee fully acknowledges and accepts the findings of the evaluation and warmly thanks the EEC for its productive approach and constructive criticism, which is instrumental in ensuring the continuous development and improvement of the programme. The Programme Committee particularly welcomes the following conclusions of the EEC: • The programme of study has been drawn up on the basis of sound guidelines; • The training facilities, including laboratories, technical equipment, and consumables, demonstrate a high standard of excellence; • The involvement of relevant professional sectors and associations in the design, development and improvement of the programme is very important; • The experience of the administrative staff ensures operational excellence.	Compliance Thank you, no further comment by the EEC. Thank you, no further comment by the EEC.

understanding. The teaching staff demonstrate exceptional dedication to student learning, offering personalised support that students value highly. Moreover, the Erasmus+ initiative and associated internship programmes are well-organised, providing students with valuable international exposure, professional connections, and intercultural communication skills that can broaden their career prospects.

Despite these strengths, some areas for improvement were identified.

One significant challenge is the programme's requirement for students to attend classes five afternoons per week, which poses difficulties for those who work during the mornings. Introducing blended learning or asynchronous educational options could offer greater flexibility without compromising learning outcomes. Additionally, concerns were raised regarding laboratory access due to the shared use of facilities with the technical school operating in the morning. Although recent improvements in facility management have alleviated some of these issues, continued monitoring and student feedback will be essential to ensure consistent access to resources.

Further recommendations include the formation of a local Industrial Advisory Committee composed of external stakeholders, industry professionals, and academic staff. Such a committee with minuted actions would meet at least once a year to ensure and update the programme's ongoing relevance to the industry through feedback.

Public awareness of the programme also requires attention. Expanding outreach efforts through social media could increase its visibility

and attract a more diverse student body, including greater gender representation. Additionally, the evaluation highlighted that some students face difficulties with the programme's mathematical and theoretical components, especially those who have been out of formal education for some time. Introducing introductory sessions on core subjects such as mathematics and physics could provide these students with the necessary foundation to succeed. The potential establishment of a local counselling service could provide academic, psychological, and practical support, thereby contributing to students' well-being and academic success. Finally, the committee recommended developing an automated system for monitoring student performance. By presenting historical and current grade distributions through visual charts, the institution could better track student outcomes, identify areas for improvement, and maintain consistency across different MIEEK branches. Overall, the Automotive Engineering programme demonstrates a high standard of educational quality and industry relevance. With targeted improvements in learning flexibility, student support services, and performance monitoring, it can continue to meet its objectives while responding effectively to the evolving demands of the automotive sector and modern society.		
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Elias Margadjis	Director General of MIEEK	
Mr Kyriakos Kyriakou	Coordinator of Operations and Control	
Mr Pantelis Zacharoplastis	Quality Assurance Officer	
Mr Ioannis Katchis	District Director	
Mr Andreas Vasileiou	Assistant District Director	
Mr Anthimos Papaperikleous	Programme Coordinator	

Date: 11/03/2025

