

Doc. 300.1.2

Date: 22/8/2025

Higher Education Institution's Response

- **Higher Education Institution:**
Public School of Higher Vocational Education and Training - MIEEK

- **Town:** Nicosia

- **Programme of study**
Name (2 Years, 120 ECTS, Cycle)

In Greek:

Συντονιστής Βιομηχανικής Παραγωγής

In English:

Industrial Production Coordinator

- **Language(s) of instruction:** Language(s)
- **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
The diploma programme under evaluation is the replacement of an existing program 'Industrial technician'. The programme was developed in consultation with key industrial stakeholders and is revised to address the evolved market needs. The revisions include the removal of material and class hours that do not always appear appropriate. The committee expects the programme to be made publicly available upon approval. Study objectives and outcome goals are based on ECTS system for evaluating student knowledge. The staff has sufficient expertise to deliver on the objectives of the diploma programme. The programme is expected to follow the quality assurance procedures established in MIEEK.	The revision of the "Industrial Production Coordinator" programme was based on extensive consultation with key stakeholders from the Cypriot industrial sector and professional associations, in order to identify the real and evolving needs of the labour market. This process involved representatives from major industrial units, manufacturing companies, and organisations active in the field of industrial technology. The feedback received was used to identify weaknesses in the previous "Industrial Technician" programme and to propose substantial improvements. Targeted removal of content and teaching hours was carried out, especially in areas that were either not aligned with actual market conditions, considered theoretically redundant or outdated, or not deemed to offer practical value in relation to the expected professional duties of graduates. At the same time, thematic areas related to production organisation, materials and inventory management, basic principles of automation, and practical design skills were reinforced. The aim of the revision is to enhance the graduates' professional readiness and ensure a strong connection between the programme and the demands of modern industry. A detailed mapping of all changes from the existing programme ('Industrial Technician') to the proposed programme ('Industrial Production Coordinator') is provided in Attachment 1.	Choose level of compliance:

	The programme will be made publicly available immediately after its approval, in full compliance with the committee's requirement. The study objectives and intended learning outcomes of the programme have been defined in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS), ensuring a clear alignment between teaching content, student workload, and the level of knowledge and skills acquisition. Each course includes clearly stated learning outcomes, which are assessed through appropriate methods such as written assignments, exams, practical exercises, and presentations. The teaching staff at MIEEK possesses the required academic qualifications and professional experience to effectively deliver the programme's objectives. The team includes both subject-matter experts and professionals with industrial experience, ensuring a balance between theoretical instruction and practical application. Furthermore, ongoing professional development for teaching staff enhances the quality of education and supports the integration of modern pedagogical and technological approaches. The programme will fully adhere to the quality assurance procedures established by MIEEK, as defined in the Internal Study Regulations and the institution's quality policies.	
The program has been designed to address critical demands in the present and upcoming labour needs of the job market in Cyprus. The	We sincerely thank you for your positive remarks and for recognising the strengths of the programme. Your comments regarding the	Choose level of compliance:

laboratories are adequate, with typical samples of equipment used in the field in Cyprus. These laboratories are designed and built with expandability and upgrade adaptability in mind for addressing evolving market needs. Personnel involved in the program management and operations is experienced and passionate about the programme and the level of education to be delivered. The team has excellent contact with key stakeholders. This creates great potential for the employability of future graduates by relevant industries. The institution has established routines for the promotion and marketing of their educational programs.	laboratory infrastructure, the connection to the labour market, and the commitment and expertise of the staff serve as meaningful validation of the efforts made to upgrade the quality of the programme. Responding to the real needs of the Cypriot industry is a central priority for us, and we are particularly pleased to see that the structure, infrastructure, and strategic direction of the programme are aligned with this goal. We remain committed to maintaining and further enhancing these elements by strengthening our trusted relationships with industry stakeholders and adapting our actions to market developments. Your reference to the employability potential of our graduates encourages us to continue deepening the link between education and the productive economy, aiming to create meaningful professional opportunities for our students.	
The quality assurance procedures do exist, and relevant committees are in place. However, it is not exactly clear how these committees operate in practice, what minutes are taken during committee meetings, and how actions are recorded and followed up to ensure quality assurance is met. Formalised procedures involving the soliciting of feedback from students and staff, processing emerging matters, specific actions to provide resolution, and respective feedback were not presented to the committee. The expected timelines for each step of the process must also be specified.	We thank the Committee for highlighting the need for greater clarity regarding the practical application of quality assurance procedures, particularly in relation to the functioning of committees, the keeping of minutes, the recording and monitoring of actions, as well as adherence to specific timelines. Below we present the full Quality Assurance (QA) framework as implemented across all programmes of study, accompanied by supporting documentation in Attachments 3 to 11. This framework is designed to be systematic, participatory, and verifiably effective in ensuring academic quality and accountability. Quality Assurance Process Flow 1. Composition and Mandate	Choose level of compliance:

	○ The Academic Committees, the Central and Local Internal Quality Committees, and the Programme Committees are reconstituted annually (Weeks 2–3) with elected student representation. ○ Membership and terms of reference are provided in Attachment No3. 2. Meetings and Documentation ○ Each meeting is assigned a serial number in the Meeting Register (Attachment No4). ○ Minutes are recorded using the standard PE.5 form (Attachment No5), which includes the decision taken, the responsible person, the deadline, and proof of completion. Items remain open until documented evidence of completion is filed. 3. Feedback Collection ○ Four standard tools are used: ▪ Formative interview (Week 9, form DA.5, Attachment 7) ▪ Student course evaluation (Week 13, form AMD.7, Attachment 6) ▪ Teacher self-assessment and suggestions (Week 17, forms SA.1 & ED.3, Attachment 8 & 10) ▪ A continuously available complaints form (Attachments 9). 4. Timelines and Follow-up ○ The semester timetable (Attachment 11) specifies weekly deadlines from data collection to Academic Committee validation of the action plan (Week 17) and final confirmation by the District Director (Week 18).	
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The lists of committee members available on MIEEK website need to be updated. The structure and logic of student progression in sequentially building expertise through the courses, as currently designed, is not clear to the committee. It is acknowledged that industrial stakeholders contributed to the curriculum of the program. However, the educational and pedagogical interconnection between courses and respective progression dependence needs to be elaborated.	The above framework demonstrates that the quality assurance process is evidence-based, time-bound, and auditable, fully addressing the Committee's request for a clear description of operational practice, minute keeping, action tracking, feedback processing, and explicit timelines. The lists of committee members available on MIEEK website have been updated (https://www.mieek.ac.cy) The programme is structured with a clear progression logic, enabling students to gradually develop technical and professional skills up to EQF Level 5b, combining theoretical instruction, extensive laboratory practice, and two industry placements (6+6 weeks). • Semester 1 (Foundations): <i>Computer Applications, Mathematics, Mechanical Engineering Basics, Electrotechnics 1, and Industrial Production 1</i> provide the digital, mathematical, mechanical, and electrical foundations, along with an introduction to production principles. • Semester 2 (Integration): <i>Electrotechnics 2</i> (prereq. <i>Electrotechnics 1</i>), <i>Thermo-Fluids & Fluid Systems</i>, <i>Health & Safety</i>, and <i>Industrial Production 2</i> (prereq. <i>Industrial Production 1</i>) integrate technical topics with safety standards and advanced production management. Followed by <i>Industry Placement I</i>.	
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Although the revised programme aims for a reasonable balance between theoretical and laboratory classes, the committee are concerned by the way some courses have been shrunk. For example, the	• Semester 3 (Application): <i>Industrial Automation & PLC</i> builds on <i>Electrotechnics 1–2</i> and <i>Thermo-Fluids</i>, while <i>Mechanical & Electrical Design</i> supports installations, automation, and maintenance activities. • Semester 4 (Completion): <i>Industrial Electrical Installations</i> is based on <i>Electrotechnics 2</i>; <i>Maintenance of Industrial Facilities & Machinery</i> synthesises mechanical, electrical, and thermo-fluid knowledge; quality and product design modules complete the professional skills profile. <i>Industry Placement II</i> ensures final application in real workplace settings. Explicit dependencies: • <i>Electrotechnics 2</i> ⇐ <i>Electrotechnics 1</i> • <i>Industrial Production 2</i> ⇐ <i>Industrial Production 1</i> • <i>Industrial Automation & PLC</i> ⇐ <i>Electrotechnics 1–2 + Thermo-Fluids</i> • <i>Industrial Electrical Installations</i> ⇐ <i>Electrotechnics 2</i> • <i>Maintenance</i> ⇐ <i>Mechanical Basics + Thermo-Fluids + Electrotechnics</i> This structure ensures a coherent, interconnected, and pedagogically sound progression from foundational concepts to fully integrated professional competence. Attachment 12 supports above statement. We thank the Committee for this observation, which we consider particularly important as it concerns the fundamental balance between theoretical and practical training. The programme revision was based	
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‘mechanical engineering basics’ course does not include the laboratory hour which was solely dedicated to the analysis of mechanical product case studies. This might be detrimental to the students who need to develop their understanding early through the analysis of such case studies. It is more concerning that the number of class hours, e.g. in mathematics, has been cut down by half. Apart from the fact that this might be detrimental to student learning, it is unclear how this approach fits when it comes to consistency with the mathematics taught in other similar courses in MIEEK.

on a thorough needs analysis, feedback from students and instructors, and consultation with industrial stakeholders, with the aim of ensuring that the reduction in weekly hours from 25 to 20 will not negatively affect the quality of learning outcomes.

1. Mechanical Engineering Basics (TECHN 0102)

In the revised syllabus (Attachment 2), we reinstated the laboratory hour that had been removed in the initial proposal, dedicated to the analysis of mechanical product case studies. This component is a key tool for developing early practical understanding and is now enriched with up-to-date examples, detailed exercises, and the use of audiovisual resources. In this way, students gain real-world application experience of theoretical concepts from the very first semester.

2. Mathematics (TECHN 0104)

The revised syllabus (Attachment 2) focuses on mathematical concepts and skills directly linked to industrial production, including:

- percentages and ratios,
- first- and second-degree equations with technical applications,
- geometry and measurement calculations for areas, volumes, and perimeters,
- basic principles of statistics (mean, median, standard deviation) applied to quality control,
- vectors and their applications to physical quantities.

General theoretical topics not directly relevant to the field of study were removed, while practical application was strengthened through targeted exercises and industry-relevant examples.

The course would benefit from the formation of a formalised local Industrial Advisory Committee that will be composed of external stakeholders, industry professionals, and academic staff. Such a committee with documented actions could meet once or twice a year to ensure and update the programme's ongoing relevance to the industry through feedback and promote prospects for employment.	3. General framework for the reduction of hours and self-study The reduction in teaching hours aims to address a real challenge: the majority of our students are employed and found it difficult to attend the full 25-hour schedule. With the new structure, students are expected to have greater flexibility in managing their time, allowing them to dedicate more time to self-study. This self-study will be organised and monitored through assigned tasks and activities that will be assessed by instructors, who will provide targeted feedback to support improvement. In this way, the reduction of in-class hours is accompanied by a strengthening of focused learning, ensuring — and even enhancing — the quality of education. We fully agree with the committee's recommendation regarding the need to establish a formalized Local Industrial Advisory Committee, and relevant actions have already been taken. Specifically, a meeting of the Programme Quality Committee was held, during which it was unanimously decided to establish the proposed Advisory Committee, composed of external stakeholders, industry professionals, and academic staff. This decision applies to both the programme currently offered in Nicosia and the one planned to operate in Limassol, with the formation of the committee in Limassol being subject to the final approval of the programme by the Evaluation Committee. At the same time, key industrial partners have already been notified, and we have requested that they inform us of the representatives they	
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	wish to appoint to participate in this Advisory Committee. A copy of the decision of the Quality Committee regarding the establishment of the new Advisory Committee is attached. (Attachment 13).	
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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
The programme is expected to have adequate educational standards, addressing the main needs of students. The curriculum of the program gives sufficient background to students for building self-confidence and practical skills. The revised programme might have excessively challenging workload for students' self-study, especially for those who have day jobs in parallel. It is also not clear, how such self-study will be monitored. Based on existing practices in the earlier version of this and other programmes by MIEEK, this programme is also expected to provide an inclusive atmosphere, leading to high levels of satisfaction among students, teaching and administrative personnel.	We thank the Committee for this valuable comment. We fully agree that maintaining a balance between contact hours and self-study is a critical factor in ensuring the quality of the programme. In the revised curriculum, systematic effort has been made to clearly define the total workload of each course, taking into account classroom hours, laboratory hours, and the required self-study time. The calculation follows the standard allocation of 25 hours per ECTS, ensuring consistency and proportionality across all courses. Consequently, in order for students to earn the 108 ECTS of the programme, they must invest approximately 2,700 hours of learning — whether in class attendance, assignments, or self-study. What we aim to achieve with the revised design is to provide students with greater flexibility in managing these hours themselves, according to their personal and professional circumstances. Inevitably, the reduction of contact hours increases the importance of self-study. However, self-study is not left to the discretion of the student; rather, it is systematically monitored through progress tests, assignments, and coursework, all of which are assessed by instructors and accompanied by feedback. In this way, we ensure that students continuously engage with the material and progress step by step towards the intended learning outcomes. Additionally, to further support students who may experience	Choose level of compliance:

	difficulties, the programme provides five weekly hours of supplementary teaching, which are optional and not counted towards the ECTS load. These sessions are designed as flexible support mechanisms, organised on a bi-weekly or monthly basis depending on student needs, and aim to reinforce understanding in challenging courses. For the Committee's convenience, Attachment 14 presents a detailed table of the allocation of teaching hours, assignments, and self-study for each course, as well as the total workload per ECTS. This evidence demonstrates that the workload is carefully designed, balanced, and realistic, particularly considering that the majority of our students are employed. We therefore believe that the Committee's concern regarding both the scale and the monitoring of self-study is effectively addressed, while also ensuring the programme's consistency and comparability with similar programmes of study.	
The focus in this programme is on practical skills, which is totally appropriate for the level of such a diploma programme and is expected to be appreciated by the students themselves. The programme features strong laboratory facilities. The staff has sufficient experience in educating students with diverse background.	We sincerely thank the committee for its positive comments and for recognising the strengths of the programme. The emphasis on the development of practical skills is a central objective of the programme and has been shaped with a clear focus on the real needs of the labour market and employer expectations. The investment in modern laboratory infrastructure remains a key priority for MIEEK, ensuring the provision of high-quality and hands-on training. At the same time, the teaching staff has developed substantial experience in supporting students with varying levels of preparation and different learning profiles, which strengthens inclusiveness and academic success.	Choose level of compliance:

	It is particularly encouraging that these choices are acknowledged as significant contributors to the attractiveness and effectiveness of the programme.	
Addressing the recommendations in section 1 regarding the reduced number of class hours in some courses and the increased time of self-study, the programme will become better balanced and adequately student-centred. Students from the existing and other programmes commented that, depending on student pre-existing practical knowledge and skills on the subject, some more tailored attention to their practical learning needs may be necessary by allowing more time in the lab. The management of the programme commented that such personal attention is available to the students, so perhaps better communication of the mechanism for additional lab support could be provided to the students at the beginning of the course.	We thank the Committee for the comment and observations. We agree that the proposed revision of the programme leads to a more balanced and student-centred structure. By removing outdated or repetitive content and restructuring the teaching hours, students are given the opportunity to allocate their time more effectively, while ensuring meaningful knowledge acquisition through focused courses and laboratory exercises. In relation to the increased practical needs of some students, particularly in the laboratory component, we have incorporated five (5) hours of weekly supplementary teaching into the programme. These hours are optional, are not counted towards the ECTS, and may include theoretical revision, support with individual or group assignments, as well as additional laboratory practice, depending on the needs expressed by the students. To ensure full use of this support mechanism, at the beginning of each semester students will be informed in detail about the possibility of using both the supplementary hours and the laboratory facilities. This information will be provided through an introductory presentation, student handbooks, and announcements on the electronic platform. At the same time, the schedule of supplementary sessions (bi-weekly or monthly, depending on demand) will be communicated in advance so that students can plan their participation accordingly. In this way, the necessary differentiation is achieved, so that	Choose level of compliance:

	every student – regardless of their level of prior knowledge and skills – receives the required support. This ensures that the programme remains student-centred, flexible, and practice-oriented, while strengthening both the self-confidence and the practical skills of the students.	
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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
Teaching personnel in the programme under evaluation has adequate qualifications to achieve the objectives and learning outcomes of all courses in the curriculum. The majority of them are experienced professionals. Moreover, the management has the policy of employing teaching personnel with at least five years of industrial experience. Furthermore, teaching staff is represented by a mix of permanent and part-time personnel. In general, the recruitment of personnel for this programme follows the standard procedures established by the Ministry of Education of Cyprus. Modern technologies are used to support teaching processes, and the teaching personnel is well accustomed with state-of-the-art IT technologies. A clear allocation of time in workload, as well as plans for personal and professional development for teaching personnel were not presented to the committee.	We would like to thank the Committee for the positive evaluation regarding the qualifications and experience of the teaching personnel, as well as for acknowledging our policy of employing instructors with at least five years of industrial experience. The balance between permanent and part-time staff, combined with the use of modern technologies in teaching, constitutes a central pillar of our strategy to ensure high-quality education. With respect to the Committee's observation that a clear allocation of workload and an organized plan for professional development were not presented, we would like to clarify the following: 1. Workload Allocation A specific methodology has been developed for calculating the workload of the teaching personnel, taking into account not only the teaching hours but also other activities related to the educational process (lesson preparation, assessment of assignments and examinations, student guidance and feedback, professional development). This methodology has been applied systematically and is presented in detail in the "Teaching Workload" table (Attachment 15). In this way, transparency, objectivity, and a realistic representation of the requirements for each	Choose level of compliance:

	member of the teaching staff are ensured. 2. Professional Development Regarding personal and professional development, we follow a policy that encourages instructors' participation in seminars, conferences, mobility programmes (such as Erasmus+), and other relevant activities. For this purpose, a 10% proportion of the workload has been allocated to professional and personal development. This ensures that continuous training of the teaching personnel is not only a theoretical aspiration but is integrated into a specific and measurable framework. We can therefore confirm that both the clear allocation of workload and the provision for professional development of the teaching personnel are integral components of the Programme's operation, enhancing the quality of the education provided and supporting the teaching staff in their mission.	
Teaching personnel possess necessary qualifications, is highly motivated and is well supported by the organization. They have good working practices and broad knowledge, sufficient to cover the range of topics, while providing personal attention to students' needs. Teaching personnel and programme management are well linked to key stakeholders active in the Cyprus market at both professional and personal level. Therefore, teaching classes in the programme are well aligned with market needs and modern technology developments.	We sincerely thank the committee for recognizing the strengths of the teaching staff and the programme's connection to the labour market. Staffing the programme with individuals of high academic and professional competence remains a key priority for the institution. The personal support provided to students, combined with the direct alignment to the needs of the Cypriot industry, enhances both the learning experience and the employability of graduates. The committee's confirmation of these aspects encourages us to further strengthen and enhance the	Choose level of compliance:

	quality and effectiveness of the programme.	
It is recommended to enhance the participation of teaching personnel in EU programmes, including Erasmus+ Capacity Building Programmes for Higher Education and Vocational Education and Training (VET). These will facilitate updates in laboratory facilities, as well as the competences of staff. It is also recommended to enhance the ratio between male and female teachers in the interest of diversity. This is expected to also inspire female students regarding their career prospects.	We thank the committee for its thoughtful and constructive recommendations. We fully agree on the importance of increasing the participation of teaching staff in European programmes such as Erasmus+, both for the upgrade of laboratory infrastructure and the enhancement of staff competences. There is already participation in Erasmus+ job shadowing programmes, and expanding involvement in additional training and mobility schemes is set as an immediate priority. We also acknowledge the importance of gender balance among teaching staff and will make every effort, within the framework of existing recruitment procedures and capabilities, to increase the participation of women in this field, which has traditionally been underrepresented.	Choose level of compliance:
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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
The programme has clear student admission criteria based on the regulatory framework of the Republic of Cyprus, which are also explicitly mentioned on MIEEK's website. So is the regulation on studies, with the students' obligations and rights. The entrance barrier appears to be encouraging a large number of applications, promoting accessibility to the programme. The teaching staff apply good practices and great willingness to continuously monitor students' performance and progress. It would be good if this effort could be enhanced by elaborate statistical analysis of student performance data. It seems that analysis of current and historical grades of courses is not a standardised practice at MIEEK. It would be beneficial if an automated system was developed to present diagrams of distributions of grades of a current year in comparison with cumulative historical distributions. This would allow better monitoring of the course and its long-term improvement for consistency and comparison with the same programme to be run in MIEEK branches at other locations. It would be great to embrace such culture particularly for the revised program.	We thank the committee for its observations and valuable recommendation. We agree that monitoring student performance through statistical data can significantly contribute to the improvement of the programme's quality. Although a standardized automated system for the statistical analysis of grades is not yet in place, there is an intention to develop such infrastructure in collaboration with the MIEEK administration. Especially for the revised programme, we consider it highly beneficial to foster a culture of ongoing monitoring and data comparison across different years and branches, with the aim of ensuring consistency and enhancing the effectiveness of the teaching process. As a first step towards this direction, we have prepared a proposed framework of indicators that will guide the development of the monitoring system (see Attachment 16 – Proposed Framework of Student Performance Monitoring Indicators). This structured approach is expected to provide a solid foundation for the systematic collection, analysis, and visualization of data, contributing to evidence-based improvements in teaching and learning.	Choose level of compliance:
The programme builds on another already existing programme. The revisions are expected to lead to high rates of graduate employment, with many students to successfully transition into industry roles shortly after completing their studies. This	We express our sincere thanks to the committee for its very positive evaluation. The alignment of the programme with the real needs of the Cypriot industry was a key guiding principle during its revision. The emphasis on acquiring practical,	Choose level of compliance:

strong market absorption will reflect the programme's alignment with industry needs and the practical, job-ready skills to be developed during training. The Erasmus+ program for student placement and internship opportunities are well-organized at MIEEK, providing 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. The same practices are expected to apply to this programme.	job-ready skills, combined with continuous engagement with external stakeholders, significantly strengthens the employability prospects of graduates. At the same time, the Erasmus+ framework is consistently utilised, offering students meaningful internship opportunities both in Cyprus and abroad. These activities enhance students' technical and interpersonal skills, foster a culture of outward-looking engagement, and contribute decisively to the programme's connection with the labour market. We are committed to continuing and further strengthening these good practices, with the goal of continuously improving the educational experience and the professional prospects of our students.	
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, whilst also contributing to marketing efforts by showcasing success stories and career outcomes. The absence of elaborate statistical analysis at MIEEK regarding student performance, such as trends in current and historical course grades, presents an area for improvement across MIEEK for programmes run at different branches. 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	We thank the committee for its constructive observations and recommendations. Regarding the establishment of a formal alumni association, we acknowledge its potential benefits. At present, however, the number of graduates is relatively small, which allows us to maintain direct communication and collect feedback in a more informal but equally effective manner. As the number of graduates grows, we will explore ways to gradually develop more structured alumni activities to further support programme evaluation and improvement. Concerning the statistical monitoring of student performance, we fully agree with the committee on its importance. As mentioned previously, MIEEK does not yet have an automated system for such analysis. However, steps are already being taken towards developing a structured approach. To this end, we	Choose level of compliance:

continuous programme improvement. Additionally, comparing performance data across different MIEEK locations could identify best practices and inform standardisation efforts across the institution. This revised programme under evaluation is expected to benefit from such practices.	have prepared a proposed list of indicators and criteria for monitoring student performance and course outcomes (see Attachment 16). This framework will guide future development of systematic data collection and analysis, including the creation of visual grade distributions and year-to-year comparisons. We are confident that the implementation of these practices, combined with the ongoing monitoring of feedback from both students and graduates, will contribute significantly to the continuous improvement and consistency of the revised programme across MIEEK branches.	
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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
The educational resources as planned appear sufficient to meet the needs of the students effectively. The laboratory infrastructure is well-equipped with modern equipment. The IT infrastructure and associated support software is good for 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 appear highly competent and appropriate for its requirements. The qualifications of staff, experience, and commitment to student success are expected to contribute significantly to the programme's effectiveness. Students are planned to have easy access to comprehensive information regarding available services, including academic resources, administrative processes, and extracurricular opportunities. MIEEK appears to offer robust support services at central level, particularly in areas such as IT assistance, and administrative support. However, it is not currently clear how much professional psychological support and counselling can be offered on short notice, especially when it comes down to dedicated support at local branches. Despite this, the teaching staff appear to have exceptional dedication to students by providing high-quality, personalised tutoring and guidance, effectively compensating for potential limitations. This professional ethic is	We sincerely thank the committee for its positive comments. The adequacy of infrastructure, teaching tools, and support services constitutes a key pillar in the operation of the programme. The continuous upgrading of equipment and its alignment with evolving market needs remains a standing priority, as does the technological and pedagogical support for the teaching staff. Regarding psychological support for students, we fully acknowledge the importance of having more systematic and specialised structures in place. At present, such needs are primarily addressed through the daily presence and support offered by the Academic Coordinator and the teaching personnel, who consistently demonstrate high levels of professionalism, availability, and empathy. Our goal is to further strengthen this dimension, within the scope and capabilities of the broader MIEEK framework.	Choose level of compliance:

expected to apply to the revised programme under evaluation.		
The programme is expected to benefit from the well-equipped laboratories. These laboratories will provide hands-on training opportunities to develop and enhance the students' practical understanding of key concepts and industry practices. Students from other courses expressed 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. It is expected that the same approach will be applied to this revised course under review.	We sincerely thank the committee for recognising the strengths of the programme. Strengthening students' practical skills through hands-on laboratory training is a key priority for this field of study. The selection, organisation, and continuous upgrading of equipment are based on the actual needs of the Cypriot industry and the input of professionals in the field. At the same time, the pedagogical approach of the teaching staff is grounded in personalised support and the creation of a positive learning environment. The commitment of instructors to student success has been repeatedly acknowledged by students themselves as well as by employers, and will continue to be a cornerstone of the educational process in the revised programme.	Choose level of compliance:
Introducing preliminary sessions focused on fundamental theoretical aspects of the course could help students of varying educational background and age to 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 better levelled starting point for all students. Similarly, for basic practical skills. 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.	We thank the Committee for this valuable recommendation, with which we fully agree. It has already been decided that, prior to the official start of the first semester, an introductory preparatory course will be offered. This course will serve a dual purpose: on the one hand, to present fundamental theoretical concepts in mechanical and electrical engineering subjects, and on the other hand, to provide basic hands-on training in essential tools and techniques, thus establishing a common knowledge baseline among all students. At the same time, the provision of five weekly hours of optional academic support has been finalised and will be implemented from the start of the programme. These hours will be available to all students and will be adapted to their needs,	Choose level of compliance:

	offering both theoretical and laboratory support. Finally, we acknowledge the importance of establishing a more formal counselling structure, and our aim—in cooperation with the MIEEK central administration—is to further enhance the availability of psychological and advisory support services for our students.	
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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
This revised programme at MIEEK can be better structured for effective educational offering in order to provide a better-balanced foundation in both theoretical knowledge and practical skills. This programme addresses modern needs in the Cyprus labour market, as the respective industry is eager and has ever growing demands for formally trained and certified technicians and professionals. The curriculum is based on ECTS system, aiming at learning outcomes that meet both industry expectations and needs. Laboratories are well-equipped. Moreover, the Erasmus+ initiative and associated internship programmes are well-organised by MIEEK, providing students with valuable international exposure, professional connections, and intercultural communication skills that can broaden their career prospects. The programme benefits from well qualified and highly motivated personnel. It would be good if personnel also benefited from Erasmus+ Capacity Building Initiatives and should explore opportunities for participation. Further recommendations include the formation of a local Industrial Advisory Committee to be composed of external stakeholders, industry professionals, and academic staff. Such a committee with recorded actions could meet once or twice a year to ensure and update the programme's ongoing relevance to the industry through feedback and enhance prospects for student absorption by the market. Public awareness of the programme also requires attention. Expanding	We would first like to express our sincere thanks to the Committee for the in-depth and constructive approach taken in evaluating the revised curriculum of the "Industrial Production Coordinator" programme. The recognition of the programme's positive aspects serves as confirmation of our strategic direction and reinforces our ongoing efforts to systematically enhance the quality of education provided at MIEEK. Specifically: Responsiveness to Labour Market Needs We greatly appreciate the Committee's observation that the programme meets the current needs of the Cypriot industry and offers strong professional prospects for its graduates. Our close collaboration with the productive sector and the ongoing monitoring of developments in the labour market remain key priorities for us and will be further strengthened during the implementation of the revised programme. Laboratory Infrastructure and Erasmus+ We are pleased with the Committee's positive reference to the laboratories' technical infrastructure as well as the implementation of the European mobility programmes (Erasmus+). We consider the integration of theoretical training with practical application, along with the European dimension of the studies, as critical components for the well-rounded professional development of our students. We are committed to	Choose level of compliance:

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 attending other MIEEK courses face difficulties with mathematical and theoretical components, especially those who have been out of formal education for some time. Similarly, students join MIEEK programmes with diverse levels of practical skills and relevant understanding of industrial production and coordination. Introducing introductory sessions on core subjects such as mathematics could provide these students with the necessary foundation to appreciate respective benefits and succeed. Similarly, for introductory lab classes, or tailored lab classes for specific students during the year who may need longer time in the lab to develop their understanding. 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. Although the revised programme aims for a reasonable balance between theoretical and laboratory classes, the committee are concerned by the way some courses have been shrunk, and how self-study has been expanded. The proposed programme planning can

continuing and expanding these initiatives.

Qualified and Dedicated Staff

We are deeply honoured by the Committee's recognition of the competence, experience, and dedication of the teaching staff. The selection of instructors with substantial professional expertise and pedagogical proficiency is a cornerstone of the MIEEK operational model and will continue to be reinforced. Special emphasis is placed on staff accessibility and on maintaining a friendly and supportive learning culture.

Concerns & Recommendations:

1. Self-study and Reduction of Contact Hours

The redesign of the programme was guided by the principle of aligning with European standards on workload distribution per ECTS, while maintaining the overall structure of 120 ECTS. The reduction of certain contact hours does not reflect a contraction of teaching but rather a rational reorganisation of course content and the enhancement of students' active engagement through structured self-study.

- Self-study functions as a complementary component of teaching. It includes targeted exercises and assignments, both minor and major, with each course including at least one major assignment. All assignments are evaluated, and detailed feedback is provided to students to support their understanding and active engagement.
- This approach provides students with greater flexibility in managing their

also be revised to eliminate the duplication of teaching subjects within different courses. Apart from the fact that the structure of the revised programme might be detrimental to student learning, it is unclear how this approach fits when it comes to consistency with equivalent courses taught within other programmes in MIEEK. Overall, the programme has been re-designed to demonstrate a better standard of educational quality and industry relevance than the programme it is replacing. However, the committee believes that further thinking is necessary for better structuring the revised programme to offer targeted improvements in learning flexibility, student support services, and performance monitoring. These will enable success by meeting its objectives while responding effectively to the evolving demands of the production sector and modern society.

personal time, which is particularly important for those who combine studies with work.

- In parallel, five weekly hours of optional academic support are institutionalised, during which students can receive clarifications or additional guidance from teaching staff. In the middle of each semester (7th week), the effectiveness of this support system is evaluated and adjusted if necessary.
- Student progress is monitored through continuous assessment (assignments, exercises, learning platform usage, communication with instructors).

In this way, self-study is integrated into a structured and monitored framework, serving as an enhancer of teaching and not as a substitute for it.

2. Introductory Course

The committee rightly highlighted the challenge arising from the diverse educational backgrounds and varied experiences of students. For this reason, the revised programme includes the implementation of an Introductory course prior to the official start of the first semester.

This course will include:

- Fundamental theoretical concepts in mathematics and core principles of mechanical and electrical engineering.
- An introduction to essential technical knowledge and skills.
- Basic hands-on training with elementary tools and

	techniques, ensuring a common starting point for all. Throughout the semester, students will also be able to make use of the optional academic support hours for targeted assistance in either theoretical or laboratory areas. In this way, the programme ensures a common baseline of knowledge and skills, enabling all students to begin their studies from an equal starting point. 3. Counselling and Psychological Support We fully acknowledge the importance of structured mechanisms to support students in areas of academic guidance, psychological well-being, and personal development. While a formalised mechanism is not yet in place locally, the programme and teaching staff maintain close and regular contact with students, offering effective guidance and support on both academic and personal issues. Our intention, in cooperation with MIEEK's central administration, is to further strengthen counselling and psychological support services, so that they can function as a stable and reliable pillar of support for students. 4. Feedback and Monitoring of Student Performance The committee's recommendation for the development of an automated system for statistical analysis of student grades is highly valued and aligns with the need to improve quality monitoring mechanisms. Although the design of such a system falls under the remit of MIEEK's central administration, the programme is ready to adopt such a	
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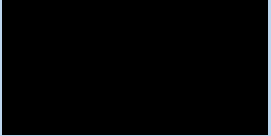
	tool and, if deemed appropriate, to participate in a pilot implementation. 5. Industrial Advisory Committee The recommendation to establish an Industrial Advisory Committee is considered highly valuable and consistent with the philosophy of the programme, which places particular emphasis on its connection with the productive sector. During the redesign process, informal consultations were held with industry professionals and stakeholders. Nevertheless, we fully acknowledge the importance of establishing an official Advisory Committee that would convene once or twice a year with formal minutes. A formal decision has already been made to establish such committees in Nicosia and Limassol, with participation from key representatives of the industry. The establishment of the Limassol committee will be contingent on the approval of the present revised programme. 6. Overlap and Repetition of Course Content The Committee's observation on potential overlaps is fully understandable. We would like to emphasise that: • Careful attention was given during the redesign to avoid unnecessary repetition, with coordination among instructors and the academic coordinator. • In some cases, partial repetition of fundamental concepts is deliberately included as a "pedagogical bridge" to facilitate the transition to more advanced applications. This is a conscious didactic choice	
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	aimed at reinforcing knowledge retention and deeper understanding. • Priority has been given to interlinking courses and transferring knowledge across them, so that students can see concepts taking on new meaning in different contexts. To further substantiate the above, revised syllabus for selected courses were prepared to explicitly demonstrate the adjustments made in order to clarify learning outcomes and avoid unnecessary overlaps. These include Techn 102 (Mechanical Engineering Basics), Techn 104 (Mathematics), and Techn 203 (Thermodynamics – Fluid Mechanics), which are provided in Attachment 2. 7. Public Promotion and Gender Balance The Committee's suggestion to strengthen the promotion of the program and increase female participation is fully justified. Actions already initiated include: • Participation in career orientation fairs and presentations in schools. • Production of printed and digital promotional material highlighting the professional prospects of the field. • Social media campaigns with modern content (short videos, graduate testimonials, laboratory presentations). Regarding gender balance, the programme places particular emphasis on showcasing female professionals in the field and female graduates, aiming to inspire more young women to pursue technical studies. In this context, a targeted	
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	awareness campaign is planned in schools and across social media platforms.	
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C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Dr Elias Margadjis	Director General of MIEEK	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 22/8/2025

