

Doc. 300.1.2

Date: 11/5/2023

Higher Education Institution's Response

- **Higher Education Institution:**

Public School of Higher Vocational Education and Training – MIEEK

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

In Greek:

Δίκτυα Ηλεκτρονικών Υπολογιστών και Επικοινωνιών
(2 χρόνια, 120 ECTS, Διετές Δίπλωμα Ανώτερης
Εκπαίδευσης)

In English:

Computer and Communication Networks (2 academic
years, 120 ECTS, diploma).

- **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	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>The design and development of the study programme are satisfactory. We did not identify any deviations from the expected standards. This can also be connected with the fact that this study programme has been recently evaluated, and some of the recommendations have already been implemented. Nevertheless, we would like to highlight the importance of modernizing the content of the courses on a regular basis, with up-to-date bibliography and resources. We understand that this is a demanding process since PSIVET needs to synchronize those updates across the different cities and teaching staff, nevertheless, it is of great importance to keep the programme updated.</p> <p>For example, the bibliography in NETW 0106 is focusing exclusively on the use of Office products; this makes us wonder how the various learning objectives such as "Identify the basic principles of IoT, cloud computing and 3D-printing" and "Identify the structure and requirements of Data Centers", are being covered? The bibliography needs to cover all the learning objectives, and avoid repetitions from one course to another, and from high school's syllabi.</p>	<p>Thank you for the comments and recommendations. The content of the courses has been modernized recently in most modules, but the modernization will be carried out on a more regular/systematic basis, and the program will be kept updated. To ensure the modernization process, the NETW committee (the 4 regional coordinators along with the academic coordinator) will meet on a regular basis in order to evaluate new technologies and update the syllabus in cooperation with CYQAA accordingly.</p> <p>Regarding the bibliography, indeed it needed update, and although the new module context changed to meet the new technology demands, the bibliography was not updated accordingly. The bibliography has now been updated accordingly (please find attached the updated bibliography). Furthermore, as the Public School of Higher VET - MIEEK we are in agreement in the last 5 years with the Pedagogical Institute of Cyprus and we are "members with access" in their online Library, and we are also working with other online libraries with books specifically related to computer, communication networks and technology.</p>	<p>Choose level of compliance:</p>
<p>Also when it comes to the OS1 course (NETW 0301), the bibliography focuses on the USE of Microsoft, while the learning objectives go beyond the use of Microsoft. Moreover, new</p>	<p>Thank you for the comment and recommendation. The bibliography has been updated accordingly to meet the objectives of the course outline for NETW0301 (ANNEX 1)</p>	<p>Choose level of compliance:</p>

<p>technologies such as sensor networks and cloud computing can benefit from a greater emphasis in the courses, and equipment such as programmable boards (e.g., Arduino, Raspberry Pi) and 3D printing can be used to further stimulate and motivate students to work with sensor networks.</p>	<p>The use of programmable boards such as Arduino is added in the module syllabus of NETW0106, as “Introduction to Arduino IoT Cloud”, in which module we had already technologies such as 3D printing and IoT. (ANNEX 1)</p>	
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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	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>All students are adult learners, highly motivated and conscientious individuals who fully appreciate the opportunity for their personal development and community change. The current academic delivery and assessment could benefit from specific interactive ways to encourage self-reflection and self-evaluation by students, particularly given their highly focused motivation and personalised attendance to the programme.</p> <p>While the delivery and assessment are aligned closely with learning objectives and promote deeper understanding of the discipline contents, the student-cantered delivery could add some opportunities for critical thinking, research and understanding of continuously evolving modern technologies and the learners' position to them. For example, previous accreditation recommendations on equipment and topic addition are actively considered and implemented for cloud, smart sensors and IoT technologies. Now linkage between the programming language choice (C++) and equipment advanced exploration could be exemplified - thus adding examples of programming for the equipment and technologies at hand where applicable. Projects and homework could also allow flexibility and individualisation in the learning and assessment process by recommendations and opportunities for learners to adapt</p>	<p>Thank you for your recommendation. The addition of Cloud, IoT and smart sensors would be highly beneficial for our students and for that reason NETW0106 Module syllabus is updated with addition of "Introduction to Arduino IoT Cloud" (ANNEX 1).</p> <p>Already critical thinking is promoted through individual projects assigned to students. The module "NETW0403 - Interdisciplinary work and internship" has to do with an individual project, that includes different modules and learning parts including IoT, networks, C++ and more but this can be enriched in new projects allocation. Also, linkage between C++ and advanced exploration such as programming micro-controllers based on C++ such as Arduino is added in syllabus of the module NETW0206 since Arduino uses a programming language variant of C++. Finally, individual or group projects with Arduino are added in NETW0206 (ANNEX 1)</p>	<p>Choose level of compliance:</p>

<p>flexibly the topic of assessment to their own needs by adding minor parts of lab work and assessment with open-ended or research-based components if applicable.</p>		
<p>From the programme design and delivery perspectives, Courses' descriptors show in many places old/obsolete Bibliography (Course: 2012, 2013, Electronics I: 1999, 2001, etc.) and lack of content in the Teaching Methodology. It will be useful that in courses: Learning Objectives could be labelled so teachers could refer to them in the delivery and assessment. Teamwork and interactive developments are not necessarily identifiable in the current learning objectives.</p>	<p>The teaching methodology and bibliographies of modules are updated accordingly (ANNEX 1). All exam questions are based on learning objectives of each module syllabus. For future project-based assessments to enhance the connection of assessment to objectives, a template will be created for the educators that will be filled in for each project, in which it will be requested to fill in the specific learning objective that the project aims to cover. (ANNEX 2)</p>	<p>Choose level of compliance:</p>
<p>Formative feedback is not mentioned explicitly although has been acknowledged in the interviews, strengthening formative feedback will greatly enhance students' learning.</p>	<p>Formative feedback is given to all students through "formative assessment", which takes place once every semester. (ANNEX 3). To enhance also students' ability to give formative feedback, in their career, in the module "NETW0201 – English", there is: "Education in "Business Correspondence".</p>	<p>Choose level of compliance:</p>
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3. Teaching staff (ESG 1.5)

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The set of seminars and training activities offered to the teaching staff should be listed in future applications, since it is a best practice and a quality seal of the staff.	Thank you for the comment. Already in the evaluation of the teaching applicants, extra points are given for the certificates the teaching staff hold and the seminars and trainings they have attended. (ANNEX 4 – Pages 41-42)	Choose level of compliance:
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4. Student admission, progression, recognition and certification (ESG 1.4)

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<p>Although the number of students is regulated, the institution can actively promote the study (e.g., good employability and emerging topics) to attract more informed and diverse applicants. This will help with both strengthening the gender balance and minimizing dropouts from the program.</p>	<p>The various committees of the Public School of Higher VET - MIEEK aim at promoting the programs offered by the School. For that reason, we make presentations in technical schools in Cyprus but also participate in exhibitions, such as the «Education and Career fair 2023» (ANNEX 5 – Pages 58-59). Furthermore, to get in contact with the technology industry, the School participated in “Cyprus Tech Career Fair 2023” (ANNEX 6 – Page 8). Also, the School cooperates with employers’ organizations such as CCCI and OEB. To minimize the dropouts from the program we speak with the employers of our students and try to support them through possible study leaves.</p>	<p>Choose level of compliance:</p>
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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	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>The institution ensures that students are aware of the complaint procedures and fosters an environment of open communication with the teaching staff to address any suggestions for improvement. This was observed because students have a clear knowledge of complaining procedures and they praise the informal communication with teaching faculty. Despite this, students express uncertainty regarding whether all suggestions are taken into account. It is recommended that a mechanism is established to communicate the resolution of both formal and informal suggestions/complaints, providing transparency and promoting trust in the process. By implementing such a mechanism, the institution can demonstrate its commitment to addressing student concerns effectively.</p>	<p>All student suggestions/concerns are considered and official reports with the feedback, outcomes and actions taken are sent to the QA Officer. Students are informed verbally for the outcomes. In order to ensure that students know the outcomes from their suggestions, we will officially inform the president of each class through organizing an information day with the academic committee in which a student is a member. The president of the class should then inform the rest of the students. Relevant Link: Πολιτική Παραπόνων και Καταγγελιών (mieek.ac.cy)</p>	<p>Choose level of compliance:</p>
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's/CYQAA's final recommendations and comments on the HEI's response
<p>Currently there is no specific policy for the review process of the programme to include input from external stakeholders (e.g., industry) and students/graduates input (e.g., alumni) in a formal context. It is recommended to specify a mechanism with a target to have input from external stakeholders and the graduates. Due to the nature of the institute (public institute), we recognize the difficulties in the proposed endeavour, nevertheless we believe that developing this synergy (even in an informal manner), will greatly benefit the quality and the recruitment of the programme.</p>	<p>Currently, the alumni of the Public School of Higher VET is relatively small since the School has been operating only for few years. There is already a School platform that involves all stakeholders (current students, alumni, and industry) https://www.deete.gov.cy/. All students can find job placements through the platform in the field of their study. Also, alumni can still have access to the platform years after their graduation. Currently, a new platform is in the process of being built that will also include feedback from industry and students and more details, but it will take a few years to be fully operational.</p>	<p>Choose level of compliance:</p>
<p>The EEC recommends strengthening the recruitment strategy of the programme to be able to improve the gender ratio and minimize the dropout rate. Being able to attract informed and diverse student groups, will improve the quality of the programme.</p>	<p>Indeed we need to strengthen the recruitment strategy of the program. The School aims to improve the gender ratio, and participates in exhibitions and fairs in Cyprus. Furthermore, the School makes presentations not only in technical schools but also in secondary general education schools, where female students are more. Regarding the dropout rate, the main reason is the high-level of the education provided and the demanding schedule. Our aim is to support the students as much as we can regarding the level of education, through uploading all materials, and answer questions continuously, but there are not many things that can be done regarding the participation.</p>	<p>Choose level of compliance:</p>
<p>The institution should continue to periodically assess (every 1-2 years) the adequacy and suitability of the learning resources and update the bibliography. Updated bibliography</p>	<p>Thank you for the comment. Indeed, we updated the suitability of the learning resources and especially the bibliography. The modules are updated for all the</p>	<p>Choose level of compliance:</p>



and state-of-the-art equipment (e.g., programmable boards) can support emerging topics such as IoT and sensor networks, but also stimulate students to engage further during their project work.	programs offered in the four campuses of the School. (ANNEX 1)	
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Elias Margadjis	MIEEK Director General	
Pantelis Zacharoplastis	Quality Assurance Officer MIEEK	
Dimitris Constantinou	Pafos District Director	
Dr. Costas Constantinou	Pafos Assistant District Director	
Nikos Palios	Academic Program Coordinator	
Mirianthis Gioukkas	Local Program Coordinator	
Michael Chrysostomou	Local Program Coordinator	
Marios Sazos	Local Program Coordinator	

Date: 11/05/2023

