Doc. 300.1.1

Date: 2025.06.05

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  Public School of Higher Vocational Education and Training
- **Town: Nicosia**
- **School/Faculty (if applicable): N/A**
- **Department/ Sector: N/A**
- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek: Συντονιστής Βιομηχανικής Παραγωγής

  (2 years/120 ECTS, Diploma)

  In English: Industrial Production Coordinator

  (2 years/120 ECTS, Diploma)
- **Language(s) of instruction: Greek**
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
  In Greek: N/A
  In English: N/A

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. Introduction

This part includes basic information regarding the onsite visit.

The assessment was carried out on May 29th, 2025. It included presentations by and discussions with Public School of Higher Vocational Education and Training (MIEEK) management and administration, then visit to the facilities of MIEEK in Nicosia, and followed by meetings with teaching and support personnel from the diploma program under evaluation, as well as students and major stakeholders.

The committee members consider the level of documentation and other materials provided to them sufficient for adequate evaluation of the program. The evaluation committee also examined classroom, laboratories, and other facilities to become available to the students.

Overall, the MIEEK team was well prepared for the meeting. The material presented was sufficiently detailed, while additional information was provided to the committee upon request.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Pavlos Aleiferis	Professor	Imperial College London, UK
Dmytro Orlov	Professor	Lund University, Sweden
Nikolaos Bilalis	Professor	Technical University of Crete, Greece
Rafael Matatsis	Student	University of Cyprus, Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- ***The report may also address other issues which the EEC finds relevant.***

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - *selection criteria*
    - *intended learning outcomes*

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

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The program has been designed to address critical demands in the present and upcoming labour needs of the job market in Cyprus. The 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.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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.

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.

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 '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.

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 e year to ensure and update the programme's ongoing relevance to the industry through feedback, and promote prospects for employment.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment *(ESG 1.3)*

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

3.1 Teaching staff recruitment and development
3.2 Teaching staff number and status
3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

4. Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

4.1 Student admission, processes and criteria
4.2 Student progression
4.3 Student recognition
4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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 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.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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 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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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 expected to apply to the revised programme under evaluation.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes *(ALL ESG)*

Sub-areas

6.1 Selection criteria and requirements
6.2 Proposal and dissertation
6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*

- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

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 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 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.

E. Signatures of the EEC

Name	*Signature*
Pavlos Aleiferis	
Dmytro Orlov	
Nikolaos Bilalis	
Rafael Matatsis	

Date: 05.06.2025