



Doc. 300.1.3

Date: 2026-02-25

Feedback Report from EEC Experts

- **Higher Education Institution:**
Public School of Higher Vocational Education and Training - MIEEK
- **Town:** LIMASSOL
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation
Name (Duration, ECTS, Cycle)**

In Greek:

Βιολογικές Κηπευτικές Καλλιέργειες (2 έτη, 120 ECTS)

In English:

Organic Horticultural Crops (2 years, 120 ECTS)

- **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. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Martin Weih	Professor of Plant Ecology and Ecophysiology of Agricultural Crops	Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden
Nicola Cannon	Professor of Agriculture	Royal Agricultural University, United Kingdom
George Tsiamis	Professor of Environmental Microbiology	University of Patras, Greece
Name	Position	University
Name	Position	University
Name	Position	University



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>1. The College should undertake a comprehensive review of the course descriptions to indicate the Theoretical and Practical parts of each course with the respective lessons. Additionally, the references for each course should be thoroughly updated to ensure they include current and relevant academic sources.</p>	<p>A thorough review has been made to all course analytical outlines, based on the recommendations of the Committee. Among these changes are the clear distinction between theoretical and practical parts of each course and also an update of the references of the courses (Annex 1).</p>	<p>Compliance</p>
<p>2. The space allocated for field practicals is rather restricted. Considerable effort should be made to expand these facilities to accommodate the practical training needs of the programme.</p>	<p>For the needs of practical training, an outdoor field (approximately 150 sq.m.) is available and students use it to install horticultural crops. They are thus able to carry out the necessary soil preparation, the installation of the irrigation system, the planting, but also all the necessary cultivation care and harvesting procedures of the products. Moreover, there is an experimental vineyard for the practical training of students in the viticulture course (CROP0203).</p> <p>In addition, other than the experimental field, a greenhouse unit (12mx16m.) of modified arched shape with polycarbonate panels as a covering material has been provided by the C' Technical School. The greenhouse has all the necessary equipment, such as cooling system, dynamic ventilation, heating, etc. Also available is a well-equipped rooting-hardening room (6mx16m), of a modified arched shape covered with polycarbonate panels, for the production of seedlings as well as the production of propagation material using cuttings. All the areas mentioned adequately cover the practical needs of the programme, as described in the objectives and learning outcomes.</p> <p>Apart from all the above, in consultation with the management of the C' Technical School, two outdoor fields (25mx20m=500m² & 25mx10m=250m²), next to the greenhouse and</p>	<p>Compliance</p>

	<p>the vineyard will be allocated, which can be used for additional practical training for students (Annexes 2,3). Also, in consultation with the Ministry of Education, actions have been initiated to secure funding for the expansion of the existing greenhouse unit. To be more specific, economic and technical specifications have been created for the expansion of the existing greenhouse and letters have been sent to the Ministry of Education to investigate the possibility of securing relevant funding. (Annexes 4,5)</p>	
<p>3. There are no dedicated teaching laboratories for subjects such as entomology and soil chemistry, which significantly limits the practical learning opportunities for students. This is a considerable deficiency that should be addressed and improved as soon as possible to ensure students receive proper laboratory training.</p>	<p>The students of CROP already use all the necessary equipment within the framework of the laboratory and practical part of the programme, either in the experimental field or in the classroom. Regarding the laboratory facility, it has been agreed that the chemical laboratory of the C' Technical School of Limassol will be provided. In this way, the students of the programme will immediately have the opportunity to use all the existing specialized equipment, such as pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes etc. in a proper environment (Annex 6). In addition, the MIEEK Limassol Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been created for the extra equipment. (Annexes 5,7)</p>	<p>Compliance</p>
<p>4. Library facilities should be substantially improved to better support student learning and research. This includes expanding the physical collection, enhancing study spaces, and increasing access to electronic resources and databases.</p>	<p>The MIEEK Regulations Manual (Section 4.1, 4.2 – Premises, Library, pages 3-4, Annex 9) explicitly requires that each Branch ensures access to adequate physical and digital learning resources. In accordance with this framework, the MIEEK Limassol Branch already provides dedicated library facilities both in the C' Technical School of Limassol and mainly in the AITE Branch, where the majority of "Organic Horticultural- Crops" books are. There is a structured and updated Book List (Annex 8), which includes recent Greek and English-language titles in the fields of organic horticulture, crop production, and sustainable agriculture. Moreover, students of CROP have</p>	<p>Compliance</p>

	access to digital materials via the MIEEK e-learning platform (Moodle) and the Cyprus Pedagogical Institute e-Library portal.	
5. A greater number of teaching staff members should be encouraged and supported to actively engage in research activities. This would not only enhance the academic profile of the programme but would also ensure that teaching is informed by current research and developments in the field.	<p>The Public School of Higher Vocational Education and Training - MIEEK fully acknowledges the importance of linking teaching with research activities. Given the vocational orientation of the Organic Horticultural Crops programme, teaching is primarily based on applied knowledge and close collaboration with the agricultural industry. However, MIEEK actively encourages and facilitates the participation of teaching staff in research and innovation projects, mainly through the Erasmus+ framework and collaborations with the Cyprus University of Technology and the Agricultural Research Institute.</p> <p>Moreover, several instructors already possess significant research experience and publications in peer-reviewed journals, while new initiatives are being promoted to integrate applied research and innovation practices directly into the curriculum. The institution's Quality Assurance System ensures that new scientific and technological developments in the field are continuously incorporated into teaching, thus maintaining strong synergies between current research and vocational education.</p>	Compliance
6. The composition and membership of the Local Committees lack clarity and should be clearly defined and made accessible on the program's website.	<p>At MIEEK there is full transparency regarding the composition and membership of the Local Committees.</p> <p>According to the MIEEK Quality Assurance Manual (pages 09–13, Annex 10), each MIEEK Branch operates several Local Committees with specific composition. For instance, the Local Internal Quality Committee is chaired by the Quality Assurance Officer, with members including the District Director, Assistant District Director, Academic Coordinators of selected programmes, and a student representative. The composition of these committees is formally approved by the MIEEK Council and functions under the framework of the Quality Assurance and Accreditation of Higher Education Law of the Republic of Cyprus (L.136(I)/2015 – L.132(I)/2021).</p> <p>This structure ensures the representation of both management and academic staff, as well</p>	Compliance



	<p>as the student body, in accordance with the MIEEK Quality Assurance framework.</p> <p>To further address the Evaluation Committee's recommendation, steps have been taken in order to publish the composition of not only the Central Committees, which are already uploaded on the official MIEEK website (www.mieek.ac.cy), but also of the Local ones.</p> <p>In this way, permanent public access and alignment with the principle of transparency stipulated in the MIEEK Study Regulations (2025-2026) will be ensured.</p>	
--	---	--

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>1. Learning Outcomes (ILOs) Revise current learning outcomes to intended learning outcomes (ILOs), ensuring clarity and measurability. Align ILOs with Bloom's Taxonomy, using appropriate action verbs that reflect the level of study. Standardise the number of ILOs per course to 3–6 well-defined outcomes. Ensure that course content and assessments are explicitly mapped to ILOs, demonstrating how each outcome is achieved and evaluated.</p>	<p>As part of the in-depth review of course outlines, all the necessary modifications were made to all course intended learning outcomes based on the recommendations of the Evaluation Committee (Annex 1).</p>	<p>Compliance</p>
<p>2. Course Content Structure Introduce a week-by-week teaching plan in each course specification, clearly outlining: Theoretical sessions, practical sessions, key learning activities Standardise the presentation format of course content across all specifications to ensure consistency and clarity.</p>	<p>As part of the in-depth review of course structure, all the necessary modifications were made to all course content in order to introduce a week-by-week teaching plan, defining theoretical and practical sessions in a clear and consistent way (Annex 1).</p>	<p>Compliance</p>
<p>3. Student Assessment Design and Transparency Review the weighting and proportioning of marks to ensure fairness, workload balance, and alignment with ILOs. Provide specific details on the number, type, and format of assessments (e.g., written assignments, reports, tests, projects). Include an assessment schedule (ideally in table format) with deadlines and submission dates to help students plan their workload effectively. Moderate assessment briefs and marked work.</p>	<p>As part of the revision of CROP course outlines, the student grading process was reviewed. Particular emphasis was placed on the way students are assessed through the assignment of theoretical and practical assignments. For this purpose, a special directive was issued with all the necessary details (deadlines, submission dates, etc.) which was communicated by the instructor to the students at the beginning of the semester (Annexes 1, 11).</p>	<p>Compliance</p>
<p>4. Learning Resources and Bibliography</p>	<p>The students of CROP already use all the necessary equipment within the framework</p>	<p>Compliance</p>

<p>There are currently no laboratory facilities available to the students and just 2 microscopes. The students would benefit from enhanced laboratory facilities to further investigate crop growth and development.</p> <p>Update and expand the reading lists to include more recent reliable sources. Enrichment of the organic horticulture/farming section of the library is highly recommended to enable students to have access to newly published books, articles and reports.</p>	<p>of the laboratory and practical part of the programme, either in the experimental field or in the classroom. Regarding the laboratory facility, it has been agreed that the chemical laboratory of the C' Technical School of Limassol will be provided. In this way, the students of the programme will immediately have the opportunity to use all the existing specialized equipment such as pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes etc. in a proper environment (Annex 6). In addition, the MIEEK Limassol Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been created for the extra equipment (Annexes 5,7).</p> <p>The reading list of the programme has been recently reviewed and updated with recent bibliography that covers a wide range of organic agriculture and sustainable farming. All these books are available in the libraries of the C' Technical School of Limassol and the AITE Branch (Annex 8).</p>	
<p>5. Resubmission/retake procedures The resubmission procedure needs to be more clearly defined taking care to ensure that it is fair and reasonable to students suffering challenges.</p>	<p>The resubmission and re-examination process at MIEEK is clearly defined in the Regulations of Studies, uploaded on the MIEEK website, thus ensuring fairness and equal treatment for students who face difficulties. Specifically: Re-examinations are decided by the Programme Council within fifteen (15) days after the publication of results and are permitted for up to two courses per semester for students who did not achieve a grade of 50/100 (MIEEK Regulations, pp. 14–15, Annex 9).</p>	<p>Compliance</p>

	<p>In exceptional cases, where failure is not due to negligence or where mitigating circumstances (e.g. medical reasons) exist, a student may be granted one additional re-examination upon decision of the Programme Council, provided that all supporting documents are submitted within one week (MIEEK Regulations, p. 15).</p> <p>The Regulations also make provision for justified absences from examinations, allowing students to be examined on another date in cases of serious illness or other documented reasons, upon approval by the Programme Council (MIEEK Regulations, p. 12).</p> <p>Moreover, reasonable accommodations (such as additional time or alternative examination formats) are provided for students with documented learning or health difficulties, upon submission of medical or expert evidence (MIEEK Regulations, p. 12).</p> <p>Therefore, the existing MIEEK framework already ensures clarity, transparency, and fairness, while allowing reasonable flexibility and a student-centred approach for those facing documented challenges.</p>	
<p>6. Consider renaming some of the courses to make them more attractive to students.</p> <p>Overall, a training session/workshop should be delivered to all teaching staff with guidance on improving these aspects of student assessment, resubmission/retake and course specifications.</p>	<p>As part of the review of course structure, all the necessary modifications on the names were made in order to increase interest among students. In addition, in the context of the continuous upgrading of the CROP programme and taking into account students' suggestions through their programme evaluation process (MIEEK Regulations, pp. 26-27), the coordination team decided to add the new course of "Arboriculture" instead of "Introduction to Agricultural Chemistry" and increase by one period the practical courses (CROP0106, 0206, 0306, 0406). These changes will make the programme even more attractive and enhance its practical nature (Annex 1).</p> <p>Moreover, based on the MIEEK Regulations of Studies (2025–2026), staff training and continuous professional development are already an integral and regulated part of the institution's quality assurance system:</p>	<p>Compliance</p>

	<p>The Regulations explicitly state (p. 5) that the training and upskilling of teaching staff are carried out through training programmes offered by the Cyprus Pedagogical Institute, as well as through special seminars organized by the Academic Coordinators of each Programme, according to its specific needs. For instance, a two days webinar had been organized recently in collaboration with the Cyprus University of Technology on agricultural technology issues (Annex 12). Furthermore, through participation in Erasmus+ programmes, members of the teaching staff receive specialized training on topics directly related to student assessment and programme implementation, and are obliged to disseminate the acquired knowledge to their colleagues (MIEEK Regulations, p. 5). Finally, after the completion of all changes and upgrades to the programme, a special briefing session will be delivered to all teaching staff with guidance on improving these aspects of student assessment, resubmission/retake and course specifications.</p>	
--	--	--

3. Teaching staff (ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>1.Substantially increase the number of staff members holding a PhD qualification to further strengthen and expand research opportunities, enhance the quality of research-informed teaching practices, and ensure that students benefit from exposure to advanced scholarly expertise and contemporary research developments in organic agricultural production.</p>	<p>At MIEEK, the existing framework already ensures that teaching staff possess academic and professional qualifications fully aligned with the level and orientation of CyQF Level 5B programmes:</p> <p>As stipulated in MIEEK Regulations (2025-26), at least 70% of the teaching staff holds an academic qualification one level higher than the level of the programme they teach (MIEEK Regulations, p. 5, Annex 9). This criterion fully complies with the requirements for Level 5B vocational programmes, where a PhD degree is not a prerequisite.</p> <p>Moreover, one instructor of the CROP programme of studies already holds a PhD, further enhancing the academic depth and research-informed character of the teaching team.</p> <p>In addition, MIEEK employs experienced professionals from the industry, ensuring that students benefit from applied expertise and current developments in the professional field, in line with the institution's applied, vocational mission (MIEEK Regulations, p. 5). Continuous training and pedagogical development for teaching staff are secured through programmes of the Cyprus Pedagogical Institute and Erasmus+ mobility, supporting the enhancement of teaching quality and innovation (MIEEK Regulations, p. 5).</p> <p>Therefore, given the applied vocational character of MIEEK programmes (CyQF 5B), the existing staff qualifications — including the presence of a PhD holder — are fully adequate and consistent with the academic and professional standards defined by the institutional framework and level of study.</p>	<p>Compliance</p>
<p>2.Significantly increase and diversify training opportunities for both new</p>	<p>Structured and ongoing staff development is already embedded in the institutional</p>	<p>Compliance</p>

<p>and existing staff members to enhance their knowledge base and skill sets, to ensure they remain up to date with current and emerging pedagogical approaches, and to develop their subject-relevant academic skills in line with contemporary developments in organic agriculture and educational best practices.</p>	<p>framework, ensuring continuous enhancement of pedagogical and subject-specific competence: MIEEK Regulations 2025-2026 explicitly provide that the training and professional development of teaching staff are systematically implemented through programmes of the Cyprus Pedagogical Institute and also through specialized seminars organized by the Academic Coordinators of each programme, according to identified needs. Furthermore, participation in Erasmus+ programmes offers both new and existing staff opportunities for training, mobility, and exposure to European best practices, with an obligation to disseminate acquired knowledge to the rest of the teaching team upon return (MIEEK Regulations, p. 5). Typical examples of participation in seminars, workshops and conferences are attached (Annex 13). Therefore, the existing MIEEK framework already ensures structured, diversified, and continuous professional development for teaching staff, keeping them aligned with modern pedagogical methodologies, sectoral innovations, and the evolving needs of vocational education.</p>	
--	---	--

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1.The institution should consider introducing recognition schemes for students who achieve outstanding results throughout their studies. This approach can encourage greater effort, strengthen involvement in coursework, and raise overall standards. Recognition could take various forms: certificates, medals, scholarships, or acknowledgement at formal gatherings. Celebrating students' commitment and accomplishments helps build an environment where high achievement becomes part of the institutional culture.</p>	<p>Mechanisms for recognizing and rewarding student excellence are already established within the institutional framework. According to MIEEK Regulations 2025-2026 (p. 21, Annex 9) honorable mentions are awarded to students who have completed their studies and achieved an overall average of "Excellent" (90-100). To be more specific, students who achieve outstanding academic performance upon graduation are formally awarded prizes of significant value, which may include monetary awards, scholarships, or professional equipment related to their field of study. These awards are presented during the official graduation ceremonies, in the presence of institutional representatives and stakeholders, thereby giving public recognition to student achievement. The recognition of top-performing students thus serves a dual purpose: it rewards commitment and excellence, while also enhancing the overall academic standards and institutional ethos of MIEEK.</p>	<p>Compliance</p>
<p>2.Additionally, the institution might benefit from offering students the opportunity to retake certain modules to enhance their results. Permitting students to select two or three courses at the conclusion of the spring semester for re-examination would provide a pathway to achieve better outcomes. This approach demonstrates confidence in students' ability to progress and encourages a mindset focused on growth and achievement.</p>	<p>The existing MIEEK framework already provides structured opportunities for students to retake modules and improve their academic performance. According to MIEEK Regulations (pp. 14–15, Annex 9), students who fail to achieve a passing grade may select up to two courses per semester for re-examination, with additional opportunities granted in exceptional circumstances. Also, in the next review of MIEEK Regulations, the possibility of offering students the opportunity to retake certain modules to enhance their results will be examined. The Quality Assurance Manual further ensures that these procedures are transparent, equitable, and supportive of student progress, fully aligning with the spirit of the Evaluation Committee's recommendation.</p>	<p>Compliance</p>

5. Learning resources and student support (ESG 1.6)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. Substantially expand the library's physical collection, particularly in specialised agricultural sciences, with current textbooks, reference materials, and contemporary publications.	The MIEEK Limassol Branch has already updated its library's physical collection of "Organic Horticultural Crops" books. The majority of books are in AITE's library. There is a structured and updated Book List (Annex 8), which includes recent Greek and English-language titles in the fields of organic horticulture, crop production, and sustainable agriculture.	Compliance
2. Establish subscriptions to major scientific databases such as Elsevier, Wiley, Springer, and agricultural-specific databases beyond EBSCO.	MIEEK students and teaching staff already have free access to a wide range of scientific and educational databases that support research, learning, and teaching across all programmes: According to MIEEK Regulations of Studies (p. 4), students have direct access to electronic libraries and databases through the Cyprus Pedagogical Institute, which provides digital access to international scientific resources via its online platform (http://www.pi.ac.cy). This access includes a broad collection of academic journals, e-books, and research materials across disciplines, including those relevant to agriculture and environmental sciences. Therefore, the institution already provides structured and institutional access to international academic databases, fulfilling the educational and research needs of its programmes within the framework defined by national and institutional policies.	Compliance
3. Create a dedicated, properly equipped Botany/Chemistry laboratory with adequate space, specimens, and equipment for plant identification, herbarium work, and botanical practical sessions.	The students of CROP already use all the necessary equipment within the framework of the laboratory and practical part of the programme, either in the experimental field or in the classroom. Regarding the laboratory facility, it has been agreed that the chemical laboratory of the C' Technical School of Limassol will be provided. In this way, the students of the programme will immediately have the opportunity to use all the existing specialized equipment such as pH meters, hygrometers, conductivity meters, refractometers,	Compliance

	<p>microscopes, stereoscopes etc. in a proper environment (Annex 6). In addition, the MIEEK Limassol Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been created for the extra equipment. (Annexes 5,7).</p>	
<p>4. Significantly expand the space allocated for practical farming and field work beyond current greenhouse facilities and experimental plots.</p>	<p>For the needs of practical training, an outdoor field (approximately 150 sq.m.) is available and students use it to install horticultural crops. They are thus able to carry out the necessary soil preparation, the installation of the irrigation system, the planting, but also all the necessary cultivation care and harvesting procedures of the products. Moreover, there is an experimental vineyard for the practical training of students in the viticulture course (CROP0203). All the areas mentioned adequately cover the practical needs of the programme, as described in the objectives and learning outcomes. Apart from all the above, in consultation with the management of the C' Technical School, two outdoor fields (25mx20m=500m² & 25mx10m=250m²), next to the greenhouse and the vineyard will be allocated, which can be used for additional practical training for students (Annexes 2,3).</p>	<p>Compliance</p>
<p>5. Increase the number and size of greenhouse facilities for controlled-environment agriculture training.</p>	<p>According to MIEEK Regulations of Studies (p. 3), MIEEK programmes are conducted within the facilities of Technical and Vocational Schools of Education and Training (TEΣEK), which include laboratories, workshops, classrooms, and specialized spaces for applied training. These facilities are designed to support hands-on and industry-relevant learning experiences. To be more specific, for the needs of the CROP programme, a greenhouse unit (12mx16m) of modified arched shape with polycarbonate panels as a covering material has been provided by the C' Technical School. The greenhouse has all the necessary equipment, such as cooling system, dynamic ventilation, heating, etc. Also, available is a well-equipped rooting-hardening room (6mx16m), of a modified arched shape covered with polycarbonate panels, for the</p>	<p>Compliance</p>

	<p>production of seedlings as well as the production of propagation material using cuttings.</p> <p>In order to align with the external Evaluation Committee recommendation, the expansion and creation of a new greenhouse unit for controlled-environment agriculture training is currently under consultation with the Ministry of Education. Given the high investment cost of such a development, efforts are being made to secure dedicated funding approval to ensure the sustainability and technical adequacy of the planned facility (Annexes 4,5).</p>	
<p>6. Provide proper storage facilities for agricultural equipment, seeds, and organic inputs.</p>	<p>MIEEK’s Quality Assurance Manual requires that all physical resources and equipment are adequately maintained, securely stored, and available to students and staff, in order to support the intended learning outcomes and ensure compliance with safety standards (pp. 19-21, 23). In line with these provisions, the CROP programme currently has a dedicated 30 m² metal container installed on site, which serves as a secure storage facility for all agricultural equipment, hand tools, seeds, organic inputs, irrigation, plant protection products, protective equipment and consumables used in training activities (Annex 14).</p>	<p>Compliance</p>
<p>7. Human Support Resources: The establishment and formation of a proper, formally structured External Stakeholder Committee is required and necessary, should be implemented, and made operational as soon as possible in the near future. It is strongly advised and recommended that the institution establish, formalise, and sign comprehensive Memoranda of Collaboration, Understanding, and Cooperation with relevant private companies, agricultural enterprises, industry partners, and universities, both domestic and international, for the purpose of further interaction, ongoing dialogue, knowledge exchange, student placement opportunities, collaborative</p>	<p>The Quality Assurance Manual of MIEEK (p. 35-36, Annex 10) explicitly describes the “Social and Entrepreneurial Dimension of the Programme”, outlining that each programme develops cooperation with other institutions and enterprises to promote knowledge exchange, applied learning, and connection with the labour market.</p> <p>Additionally, MIEEK Regulations of Studies (pp. 4–5) confirm that MIEEK programmes operate in close cooperation with the productive sector and social partners, aligning training content with labour market needs.</p> <p>Moreover, within the specific context of the CROP programme, formal Memoranda of Cooperation have already been signed with:</p> <ul style="list-style-type: none"> - Pangrotikos Farmers’ Association of Limassol, and - Cyprus Organic Farmers’ Association, 	<p>Compliance</p>

<p>research initiatives, and mutually beneficial partnerships.</p>	<p>establishing a solid foundation for continuous dialogue, student placements, and collaboration with the agricultural industry.</p> <p>Moreover, the CROP programme of studies is in the process of formalizing its existing collaboration with both the Agricultural Research Institute and the Cyprus University of Technology.</p> <p>Therefore, the existing MIEEK institutional framework already embeds structured collaboration with external stakeholders, while the CROP programme has actively implemented partnerships in line with the Evaluation Committee’s recommendation. (Annex 15).</p>	
--	---	--

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>1. Physical Infrastructure</p> <ul style="list-style-type: none"> Absence of essential teaching laboratories (botany, chemistry, plant physiology, soil science, entomology) prevents students from gaining fundamental practical skills required for the profession 	<p>The students of CROP already use all the necessary equipment within the framework of the laboratory and practical part of the programme, either in the experimental field or in the classroom. Regarding the laboratory facility, it has been agreed that the chemical laboratory of the C' Technical School of Limassol will be provided. In this way, the students of the programme will immediately have the opportunity to use all the existing specialized equipment such as pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes etc. in a proper environment (Annex 6). In addition, the MIEEK Limassol Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been created for the extra equipment (Annexes 5,7).</p>	<p>Compliance</p>
<p>1. Physical Infrastructure</p> <ul style="list-style-type: none"> Limited field space and greenhouse facilities restrict opportunities for students to develop competencies in crop cultivation, organic farming techniques, and pest management 	<p>For the needs of practical training, an outdoor field (approximately 150 sq.m.) is available and students use it to install horticultural crops. They are thus able to carry out the necessary soil preparation, the installation of the irrigation system, the planting, but also all the necessary cultivation care and harvesting procedures of the products. Moreover, there is an experimental vineyard for the practical training of students in the viticulture course (CROP0203). In addition, other than the experimental field, a greenhouse unit (12mx16m.) of modified arched shape with polycarbonate panels as a covering material has been provided by the C'</p>	<p>Compliance</p>

	<p>Technical school. The greenhouse has all the necessary equipment, such as cooling system, dynamic ventilation, heating, etc. Also available is a well-equipped rooting-hardening room (6mx16m), of a modified arched shape covered with polycarbonate panels, for the production of seedlings as well as the production of propagation material using cuttings. All the areas mentioned adequately cover the practical needs of the programme, as described in the objectives and learning outcomes.</p> <p>Apart from all the above, in consultation with the management of the C' Technical School, two outdoor fields (25mx20m=500m² & 25mx10m=250m²), next to the greenhouse and the vineyard will be allocated which can be used for additional practical training for students (Annexes 2,3). Also, in consultation with the Ministry of Education, actions have been initiated to secure funding for the expansion of the existing greenhouse unit. To be more specific, economic and technical specifications have been created for the expansion of the existing greenhouse and letters have been sent to the Ministry of Education to investigate the possibility of securing relevant funding (Annexes 4,5).</p>	
<p>1. Physical Infrastructure</p> <ul style="list-style-type: none"> Inadequate equipment and storage facilities limit student exposure to the tools and materials they will encounter in professional practice 	<p>MIEEK's Quality Assurance Manual requires that all physical resources and equipment are adequately maintained, securely stored, and available to students and staff, in order to support the intended learning outcomes and ensure compliance with safety standards (pp. 19-21, 23). In line with these provisions, the CROP programme currently has a dedicated 30 m² metal container installed on site, which serves as a secure storage facility for all agricultural equipment, hand tools, seeds, organic inputs, irrigation, plant protection products, protective equipment and consumables used in training activities (Annex 14).</p>	<p>Compliance</p>
<p>1. Physical Infrastructure</p> <ul style="list-style-type: none"> This deficiency is incompatible with EQF Level 5 descriptor requirements, which emphasize the 	<p>As far as the physical infrastructure is concerned, we'd like to underline that the lab training of CROP students will be delivered from now on within C' Technical School (TESEK) of Limassol. The school will provide</p>	<p>Compliance</p>

<p>development of comprehensive practical and technical skills within a specialized field. The institution must prioritize substantial investment in laboratory facilities, expanded growing areas, and modern equipment to meet minimum standards for vocational agricultural education.</p>	<p>the chemical laboratory in order to be fully utilized by MIEEK students (MIEEK Regulations, Section 4.1 Facilities, p. 3) Additionally, the CROP program already maintains a 30 m² metal container that serves as a secure storage facility for agricultural tools, seeds, and organic inputs. Also, in consultation with the management of the C' Technical School, two outdoor fields (25mx20m=500m² & 25mx10m=250m²) next to the greenhouse and the vineyard will be allocated, which can be used for additional practical training for students (Annexes 2,3). The expansion - construction of a new greenhouse unit and the ordering of additional laboratory equipment are currently under consultation with the Ministry of Education, with funding approval efforts underway, acknowledging the significant investment cost. In summary: The existing MIEEK regulatory framework ensures adequate, functional, and continuously evaluated facilities, directly aligned with EQF Level 5 requirements. Moreover, the institution is actively implementing targeted infrastructure upgrades—including a new greenhouse facility and additional lab equipment—that will further strengthen laboratory capacity and applied agricultural training.</p>	
<p>2. Learning Resources and Library Provision</p> <ul style="list-style-type: none"> Substantially expand the collection of current textbooks, reference materials, and contemporary publications in organic agriculture 	<p>The MIEEK Limassol Branch provides dedicated library facilities both in C' Technical School and mainly in AITE, where the majority of "Organic Horticultural- Crops" books is. There is a structured and updated in 2023 Book List (Annex 8), which includes recent Greek and English-language titles in the fields of organic horticulture, crop production, and sustainable agriculture.</p>	<p>Compliance</p>
<p>2. Learning Resources and Library Provision</p> <ul style="list-style-type: none"> Establish subscriptions to major scientific databases (Elsevier, Wiley, Springer) beyond the current EBSCO access 	<p>MIEEK students and teaching staff already have free access to a wide range of scientific and educational databases that support research, learning, and teaching across all programmes: According to MIEEK Regulations of Studies (p. 4), students have direct access to electronic libraries and databases through the Cyprus Pedagogical Institute, which provides digital access to international scientific resources via its online platform (http://www.pi.ac.cy).</p>	<p>Compliance</p>

	<p>This access includes a broad collection of academic journals, e-books, and research materials across disciplines, including those relevant to agriculture and environmental sciences.</p> <p>Therefore, the institution already provides structured and institutional access to international academic databases, fulfilling the educational and research needs of its programmes within the framework defined by national and institutional policies.</p>	
<p>2. Learning Resources and Library Provision</p> <ul style="list-style-type: none"> Ensure students can access peer-reviewed research and industry developments essential for evidence-based agricultural practices 	<p>As mentioned above, students have direct access to electronic libraries and databases through the Cyprus Pedagogical Institute, which provides digital access to international scientific resources via its online platform (http://www.pi.ac.cy).</p> <p>This access includes a broad collection of academic journals, e-books, and research materials across disciplines, including those relevant to agriculture and environmental sciences.</p> <p>Therefore, the institution already provides structured and institutional access to international academic databases, fulfilling the educational and research needs of its programmes within the framework defined by national and institutional policies.</p>	Compliance
<p>3. Programme Design and Documentation</p> <ul style="list-style-type: none"> Revise all learning outcomes to clearly articulated Intended Learning Outcomes (ILOs) aligned with Bloom's Taxonomy, using appropriate action verbs for Level 5 (application, analysis, evaluation) 	<p>As part of the in-depth review of course outlines, all the necessary modifications were made to all course intended learning outcomes, based on the recommendations of the evaluation committee (Annex 1)</p>	Compliance
<p>3. Programme Design and Documentation</p> <ul style="list-style-type: none"> Clearly distinguish and document the theoretical and practical components of each course with specified contact hours 	<p>A thorough review has been made to all course analytical outlines, based on the recommendations of the Committee. Among these changes are the clear distinction between theoretical and practical parts of each course (Annex 1).</p>	Compliance
<p>3 Programme Design and Documentation</p>	<p>As part of the in-depth review of course structure, all the necessary modifications were made to all course content in order to</p>	Compliance

<ul style="list-style-type: none"> Develop week-by-week teaching schedules showing the integration of theory and practice 	introduce a week-by-week teaching plan, defining theoretical and practical sessions in a clear and consistent way (Annex 1).	
<p>3. Programme Design and Documentation</p> <ul style="list-style-type: none"> Update all bibliographies and reading lists to include current (within 5 years) academic sources 	As part of the in-depth review of course structure, all the necessary modifications were made to all course content, in order to include more recent bibliographies and academic sources where available (Annex 1).	Compliance
<p>3. Programme Design and Documentation</p> <ul style="list-style-type: none"> Map course-level ILOs to programme-level learning outcomes, demonstrating clear alignment with EQF Level 5 knowledge, skills, and competence descriptors 	As part of the in-depth review of course outlines, all the necessary modifications were made to all course intended learning outcomes, based on the recommendations of the Evaluation Committee (Annex 1).	Compliance
<p>4. Assessment Design and Academic Standards</p> <ul style="list-style-type: none"> Provide detailed assessment schedules with clear deadlines in tabular format 	As part of the revision of CROP course outlines, the student grading process was reviewed. Particular emphasis was placed on the way students are assessed through the assignment of theoretical and practical assignments. For this purpose, a special directive was issued with all the necessary details (deadlines, submission dates, etc.) which was communicated by the instructor to the students at the beginning of the semester. A detailed assessment schedule is included in all course outlines (Annexes 1, 11).	Compliance
<p>4. Assessment Design and Academic Standards</p> <ul style="list-style-type: none"> Specify the exact number, type, and weighting of all assessments for each course 	Particular emphasis is placed on the way students are assessed through the assignment of theoretical and practical assignments. For this purpose, a special directive was issued with all the necessary details (deadlines, submission dates, etc.) which was communicated by the instructor to the students at the beginning of the semester. A detailed assessment schedule is included in all course outlines which specifies the number, type and weighting of each assessment (Annexes 1, 11).	Compliance
<p>4 Assessment Design and Academic Standards</p>	Moderation procedures are also available in all reviewed course outlines (Annex 1).	Compliance

<ul style="list-style-type: none"> Implement systematic moderation procedures for all assessment briefs and marked work 		
<p>4. Assessment Design and Academic Standards</p> <ul style="list-style-type: none"> Clarify and improve resubmission/retake procedures, ensuring fairness for students facing mitigating circumstances 	<p>The existing MIEEK framework already provides structured opportunities for students to retake modules and improve their academic performance. According to MIEEK Regulations of Studies (pp. 14–15), students who fail to achieve a passing grade may select up to two courses per semester for re-examination, with additional opportunities granted in exceptional circumstances. Also, in the next review of MIEEK Regulations, the possibility of offering students the opportunity to retake certain modules to enhance their results will be examined. The Quality Assurance Manual further ensures that these procedures are transparent, equitable, and supportive of student progress, fully aligning with the spirit of the Evaluation Committee’s recommendation.</p>	<p>Compliance</p>
<p>4. Assessment Design and Academic Standards</p> <ul style="list-style-type: none"> Ensure all assessments demonstrably measure achievement of ILOs at the appropriate cognitive level 	<p>This recommendation of the external Evaluation Committee has also been met after the thorough review of all course outlines (Annex 1).</p>	<p>Compliance</p>
<p>5. Organizational Structure and Governance</p> <ul style="list-style-type: none"> Establish a Student Affairs Committee to address student welfare and representation systematically 	<p>According to the MIEEK Quality Assurance Manual (pages 09–13, Annex 10), besides the Central Committees which are already published on the MIEEK website, each Branch operates Local Committees. The composition of these committees is formally approved by the MIEEK Council and functions under the framework of the Quality Assurance and Accreditation of Higher Education Law of the Republic of Cyprus (L.136(I)/2015 – L.132(I)/2021). The current composition of the Central Student Affairs Committee is available on the MIEEK website. -President: The Head of Student Affairs, Ministry of Education -Members:</p> <ul style="list-style-type: none"> Alexis Kosteas, District Director of MIEEK Michalis Anastasiou, Academic Coordinator of Bakery-Pastry 	<p>Compliance</p>

	<ul style="list-style-type: none"> • Sophocles Sophocleous, Academic Coordinator of Design and CNC Technology – Woodworking Industry • Lina Ellina, Academic Coordinator of Supply Chain Management and Maritime Studies • A Student Representative, Philippos Philippou - Limassol MIEEK Branch. <p>As far as the local Student Affair Committee is concerned, it is clearly defined in MIEEK Quality Assurance Manual (page 12), that at District level, issues relating to students are managed by the Academic or Local Coordinator of the Programme, who, among other things, undertakes to guide - even on an individual basis - the students, taking into account their interests and their scientific and academic development.</p> <p>To further address the Committee’s recommendation, we have already taken steps to publish also the composition of the Local Committees on the official MIEEK website (www.mieek.ac.cy).</p>	
<p>5. Organizational Structure and Governance</p> <ul style="list-style-type: none"> • Create a Disciplinary Committee to ensure fair and transparent handling of academic misconduct 	<p>According to the MIEEK Quality Assurance Manual (pages 09–13), besides the Central Committees which are already published on the MIEEK website, each MIEEK Branch operates Local Committees. The composition of these Committees is formally approved by the MIEEK Council and functions under the framework of the Quality Assurance and Accreditation of Higher Education Law of the Republic of Cyprus (L.136(I)/2015 – L.132(I)/2021).</p> <p>The current composition of the Central Disciplinary Committee is available on the MIEEK website.</p> <p>-President: Dr. Elias Margadjis, General Director of MIEEK</p> <p>-Secretary: Head of Student Affairs, Ministry of Education, Sport and Youth</p> <p>-Members:</p> <ul style="list-style-type: none"> • Michalis Anastasiou, Academic Coordinator of Bakery and Pastry • Sophocles Sophocleous, Academic Coordinator of Design and CNC Technology – Woodworking Industry 	<p>Compliance</p>

	<ul style="list-style-type: none"> • Lina Ellina, Academic Coordinator of Supply Chain Management and Maritime Studies • Two Student Representatives: Pavlos Georgiou- Limassol MIEEK, George Kounnas - Limassol MIEEK <p>As far as the Local Disciplinary Committee is concerned, it is clearly defined in the MIEEK Quality Assurance Manual (page 12), that it consists of:</p> <ul style="list-style-type: none"> • The Assistant District Director, who also acts as Secretary of the Committee • 2 Academic or Local Coordinators of Study Programmes • 2 Student Representatives. <p>Depending on the seriousness of the misconduct, the District Director or Officer designated by the President of the MIEEK Council may also be summoned. To further address the Committee’s recommendation, we have already taken steps to publish also the composition of Local Committees on the official MIEEK website (www.mieek.ac.cy).</p>	
<p>5. Organizational Structure and Governance</p> <ul style="list-style-type: none"> • Form a Research Committee to promote scholarly activity and research-informed teaching 	<p>Given the vocational orientation of the Organic Horticultural Crops programme, teaching is primarily based on applied knowledge and close collaboration with the agricultural industry. However, MIEEK actively encourages and facilitates the participation of teaching staff in research and innovation projects, mainly through the Erasmus+ framework and collaborations with the Cyprus University of Technology and the Agricultural Research Institute.</p> <p>The institution’s Quality Assurance System ensures that new scientific and technological developments in the field are continuously incorporated into teaching, thus maintaining strong synergies between current research and vocational education.</p> <p>In this context, the formation of a Research Committee could be considered, adapted to the specificities of level CyQF 5B, focusing mainly on:</p>	<p>Compliance</p>

	<ul style="list-style-type: none"> • practical, small-scale projects linked to industry • the promotion of “research-informed teaching” through continuous training of trainers • the dissemination of good learning practices through applied technical investigation. <p>In this way, the Committee’s suggestion can be implemented without altering the main professional purpose of the programme, but on the contrary, strengthening it.</p>	
<p>6. Research Culture and Staff Development</p> <ul style="list-style-type: none"> • Significantly increase the number of PhD-qualified staff to enhance research capacity 	<p>At MIEEK, the existing framework already ensures that teaching staff possess academic and professional qualifications fully aligned with the level and orientation of CyQF Level 5B programmes:</p> <p>As stipulated in MIEEK Regulations 2025-26, at least 70% of the teaching staff holds an academic qualification one level higher than the level of the programme they teach (MIEEK Regulations, p. 5). This criterion fully complies with the requirements for Level 5B vocational programmes, where a PhD degree is not a prerequisite.</p> <p>Moreover, one instructor of the CROP programme of studies already holds a PhD, further enhancing the academic depth and research-informed character of the teaching team.</p> <p>In addition, MIEEK employs experienced professionals from the industry, ensuring that students benefit from applied expertise and current developments in the professional field, in line with the institution’s applied, vocational mission (Regulations, p. 5).</p> <p>Continuous training and pedagogical development for teaching staff are secured through programmes of the Cyprus Pedagogical Institute and Erasmus+ mobility, supporting the enhancement of teaching quality and innovation (Regulations, p. 5).</p> <p>Therefore, given the applied vocational character of MIEEK programmes (CyQF 5B), the existing staff qualifications — including the presence of a PhD holder — are fully adequate and consistent with the academic and professional standards defined by the institutional framework and level of study.</p>	<p>Compliance</p>

<p>6. Research Culture and Staff Development</p> <ul style="list-style-type: none"> Actively encourage and support research activities among teaching staff, providing time allocation and resources 	<p>MIEEK fully acknowledges the importance of linking teaching with research activities. Given the vocational orientation of the Organic Horticultural Crops programme, teaching is primarily based on applied knowledge and close collaboration with the agricultural industry. However, MIEEK actively encourages and facilitates the participation of teaching staff in research and innovation projects, mainly through the Erasmus+ framework and collaborations with the Cyprus University of Technology and the Agricultural Research Institute.</p> <p>Moreover, several instructors already possess significant research experience and publications in peer-reviewed journals, while new initiatives are being promoted to integrate applied research and innovation practices directly into the curriculum. The institution's Quality Assurance System ensures that new scientific and technological developments in the field are continuously incorporated into teaching, thus maintaining strong synergies between current research and vocational education.</p>	
<p>6. Research Culture and Staff Development</p> <ul style="list-style-type: none"> Develop mechanisms to integrate current research findings into teaching, ensuring students benefit from evidence-based, contemporary practice 	<p>The mission and structure of the CROP programme is designed to provide applied professional education at CyQF Level 5b with direct alignment to labour market needs (Quality Assurance Manual, p.5). Within this context, elements of research-informed practice are already embedded in teaching methodology.</p> <p>Specifically, MIEEK applies innovative, evidence-based pedagogical approaches such as Project-Based Learning, Work-Based Learning, Flip Learning, and the use of ICT to enhance applied knowledge, directly supporting the integration of contemporary professional developments into the learning process (MIEEK Regulations 2025-2026, p.8-9). These methods include small-scale investigative assignments and workplace-focused inquiries that allow students to engage with current industry advancements.</p> <p>Furthermore, continuous professional development for educators is supported through national and European initiatives (e.g.,</p>	<p>Compliance</p>

	<p>Erasmus+) ensuring instructors remain up-to-date with evolving professional and technological trends, which are subsequently transferred into classroom delivery (MIEEK Regulations 2025-2026, p.5).</p> <p>Given the applied nature of the CROP programme, additional mechanisms to integrate research findings can be further strengthened in a manner aligned with the institution’s vocational focus, for example through closer collaboration with industry partners to incorporate emerging practices.</p>	
<p>6. Research Culture and Staff Development</p> <ul style="list-style-type: none"> Establish partnerships with research institutions (such as the Cyprus University of Technology) to provide students with research exposure. 	<p>The CROP programme has already developed active collaboration with the Cyprus University of Technology (CUT). This collaboration includes:</p> <ul style="list-style-type: none"> organization of academic and professional seminars for students, Erasmus+ mobility activities, and implementation of laboratory exercises within the course CROP0103 using the CUT infrastructure. <p>MIEEK’s regulatory framework explicitly supports such collaborations with external institutions, including Erasmus+ placements that enhance students’ practical expertise through structured learning opportunities beyond MIEEK facilities (MIEEK Regulations 2025-2026, p. 4).</p> <p>In addition, the CROP programme is currently in the process of formalizing this cooperation through a Memorandum of Understanding with the School of Agricultural Sciences of CUT, which will further systematize joint activities and opportunities for research-related exposure.</p> <p>Overall, the existing partnership with the Cyprus University of Technology already addresses the intent of the recommendation and will be strengthened further through the forthcoming formal agreement, ensuring that students continue to gain contemporary and research-informed applied experiences fully aligned with the vocational mission of MIEEK.</p>	<p>Compliance</p>
<ul style="list-style-type: none"> Concrete plans with timelines for establishing 	<p>The students of the CROP programme already use all the necessary equipment within the</p>	<p>Compliance</p>

<p>essential teaching laboratories</p>	<p>framework of the laboratory and practical part of the programme, either in the experimental field or in the classroom. Regarding the laboratory facility, it has been agreed that the chemical laboratory of the C' Technical School of Limassol will be provided. In this way, the students of the programme will immediately have the opportunity to use all the existing specialized equipment, such as pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes etc. in a proper environment (Annex 6). In addition, the MIEEK Limassol Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been created for the extra equipment (Annexes 5,7).</p>	
<ul style="list-style-type: none"> Significant expansion of field facilities for practical training 	<p>For the needs of practical training, an outdoor field (approximately 150 sq.m.) is available and students use it to install horticultural crops. They are thus able to carry out the necessary soil preparation, the installation of the irrigation system, the planting, but also all the necessary cultivation care and harvesting procedures of the products. Moreover, there is an experimental vineyard for the practical training of students in the viticulture course (CROP0203). All the areas mentioned adequately cover the practical needs of the programme, as described in the objectives and learning outcomes. Apart from all the above, in consultation with the management of the C' Technical School, two outdoor fields (25mx20m=500m² & 25mx10m=250m²) next to the greenhouse and the vineyard will be allocated, which can be used for additional practical training for students (Annexes 2,3).</p>	<p>Compliance</p>
<ul style="list-style-type: none"> Comprehensive revision of all course documentation to align with EQF Level 5 requirements 	<p>As part of the in-depth review of course structure, all the necessary modifications were made to all course content (courses names & objectives, learning outcomes, content, assessment schedules, bibliographies) in order to align with the external Evaluation Committee recommendations (Annex 1).</p>	<p>Compliance</p>

<ul style="list-style-type: none"> Establishment of missing governance committees 	<p>At MIEEK there is full transparency regarding the composition and membership of Central and Local Committees.</p> <p>According to the MIEEK Quality Assurance Manual (pages 09–13), there are both Local and Central Committees with members including the District Director, Assistant District Director, Academic Coordinators of selected programmes, and student representatives. The composition of these committees is formally approved by the MIEEK Council and functions under the framework of the Quality Assurance and Accreditation of Higher Education Law of the Republic of Cyprus (L.136(I)/2015 – L.132(I)/2021).</p> <p>Also, this structure ensures the representation of both management and academic staff, as well as the student body, in accordance with the MIEEK Quality Assurance framework.</p> <p>To further address the Committee’s recommendation, we have already taken steps to also publish the composition of all Local Committees on the official MIEEK website (www.mieek.ac.cy) under the Quality Assurance and Programme Information sections, ensuring permanent public access and alignment with the principle of transparency stipulated in the MIEEK Study Regulations 2025-2026.</p>	
<ul style="list-style-type: none"> Development of a strategic plan to increase research activity and staff qualifications 	<p>Within the CyQF Level 5b framework, mechanisms are already in place in the CROP programme that strengthen staff qualifications and support applied, research-informed practice relevant to professional fields.</p> <p>As stated in MIEEK Regulations 2025-2026 (p.5), academic staff are trained through programmes of the Cyprus Pedagogical Institute and through Erasmus+ mobilities, with the obligation to transfer acquired knowledge to colleagues, enhancing institutional expertise and instructional quality.</p> <p>These initiatives ensure that educators remain professionally current in ways that benefit applied teaching.</p> <p>Building on this existing framework, MIEEK is already advancing collaborations that expand exposure to contemporary applied research. For example, the CROP programme maintains</p>	<p>Compliance</p>



	<p>active cooperation with the Cyprus University of Technology (CUT) through seminars (Annex 12), Erasmus+ activities, and laboratory training . This supports the development of evidence-based teaching while respecting the vocational orientation of the programmes. A structured enhancement plan can therefore focus on:</p> <ul style="list-style-type: none"> • expanding professional and scholarly development opportunities linked to industry and applied innovation • strengthening partnerships with higher education and research bodies • increasing dissemination of acquired expertise within teaching teams. <p>In this way, staff qualifications and research-informed teaching can continue to improve strategically, while remaining fully consistent with MIEEK’s mission and the CyQF Level 5b vocational character of its programmes.</p>	
<p>7. Human Support Resources</p> <ul style="list-style-type: none"> • The establishment and formation of a proper, formally structured External Stakeholder Committee is required and necessary, and should be implemented, put into place, and made operational as soon as possible in the near future. 	<p>The Quality Assurance Manual of MIEEK (p. 35-36, Annex 10) explicitly describes the “Social and Entrepreneurial Dimension of the Programme”, outlining that each programme develops cooperation with other institutions and enterprises to promote knowledge exchange, applied learning, and connection with the labour market. Additionally, MIEEK Regulations of Studies (pp. 4–5) confirm that MIEEK programmes operate in close cooperation with the productive sector and social partners, aligning training content with labour market needs. Moreover, within the specific context of the CROP programme, formal Memoranda of Cooperation have already been signed with:</p> <ul style="list-style-type: none"> - Pangrotikos Farmers’ Association of Limassol, and - Cyprus Organic Farmers’ Association, establishing a solid foundation for continuous dialogue, student placements, and collaboration with the agricultural industry. <p>Moreover, the CROP programme of studies is in the process of formalizing its existing collaboration with both the Agricultural Research Institute and the Cyprus University of Technology. Therefore, the existing MIEEK institutional framework already embeds structured</p>	<p>Compliance</p>



	collaboration with external stakeholders, while the CROP programme has actively implemented partnerships in line with the Evaluation Committee's recommendation. (Annex 15)	
--	---	--



D. Signatures of the EEC

Name	Signature
Martin Weih	
Nicola Cannon	
George Tsiamis	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: 2026-02-25