

Doc. 300.1.1

Date: 10/10/2025

# External Evaluation Report

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

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

- **Town:** Paphos

- **School/Faculty (if applicable):** N/A

- **Department/ Sector:** N/A

- **Programme of study- 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. Introduction

*This part includes basic information regarding the onsite visit.*

On behalf of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, we, the panel of the External Evaluation Committee (hereafter referred to as the EEC), met physically on Friday, 10th October 2025, to evaluate the full application of Public School of Higher Vocational Education and Training – MIEEK, Limassol and Paphos branches, for the provision of a Degree in Organic Horticultural Crops. We adhered to the preset agenda except of the last issue on the preset agenda, where the visit to the premises of Paphos was done through a video-streamed session; and we conducted our meeting at the premises of MIEEK at Limassol with the Head of the Institution, members of the Internal Evaluation Committee (IEC), heads of relevant departments, the Programme Coordinator, faculty members, students and administrative staff. The EEC had the opportunity to tour (through video streaming) the College's facilities at the Paphos branch. As a committee, we reviewed the application documents submitted both individually and collectively to gain a thorough understanding of the programme under review. Additionally, the committee met before and after the evaluation to ensure the objectivity of our decisions. We suggested changes to the Organic Horticultural Crops programme; MIEEK Paphos reviewed some of the recommendations and conditions, taking into account our initial discussions. The committee is pleased to have conducted a comprehensive review of the programme and is impressed by the dedication, enthusiasm, and positive feedback from all involved. In the following sections, we have further detailed the aspects of the evaluation process we followed to reach our conclusions and recommendations.

The site visit took place according to the following schedule:

**09:30 – 09:40:** A brief introduction of the members of the External Evaluation Committee

**09:40 – 09:55:** A meeting of the EEC with the members of the Internal Evaluation Committee

Dr E. Margadjis, General Manager MIEEK\*

K. Kyriakou, Coordinator MIEEK

P. Zacharoplastis, Quality Assurance Officer MIEEK

A. Kleanthous, Manager MIEEK Limassol

G. Nicolaou, Manager MIEEK

Paphou M. Chatzieftychiou, Manager MIEEK Avgorou

M. Spanos, MIEEK Program Coordinator

D. Kouklos Assistant Manager MIEEK Limassol

Dr. K. Konstantinou, Assistant Manager MIEEK Paphos

P. Loullis, Assistant Manager MIEEK Avgorou

A. Vasiliou, Coordinator IT technologies MIEEK / Assistant Manager MIEEK Nicosia

Dr. A. Christophorou, Coordinator IT technologies MIEEK Limassol, Paphos

**9:55 – 10:25:** A meeting with the Head(s) of the relevant department and the Coordinator(s) of the programme (Limassol branch)

A. Kleanthous, Manager MIEEK Limassol

D. Kouklos, Assistant Manager MIEEK Limassol

**10:25 – 10:55:** A meeting with the Head(s) of the relevant department and the Coordinator(s) of the programme (Paphos branch)

G. Nicolaou Manager MIEEK Paphos



Dr. K. Konstantinou Assistant Manager MIEEK Paphos  
**10:55 - 11:10:** Coffee Break

**11:10 – 12:20:** A meeting of the EEC with the Head(s) of the relevant department and the Coordination Committee of the programme

M. Spanos MIEEK Program Coordinator  
Loukas Solomou, Limassol Program Coordinator  
Chrysis Kaponas, Paphos Program Coordinator

**12:20 – 12:30:** A meeting of the EEC with members from the Administrative Staff  
A. Kleanthous, Manager MIEEK Limassol  
D. Kouklos, Assistant Manager MIEEK Limassol  
Maria Psara, Secretary MIEEK Limassol \*  
G. Nicolaou, Manager MIEEK Paphos  
Dr. K. Konstantinou, Assistant Manager MIEEK Paphos  
Dr. A. Christophorou, Coordinator IT technologies MIEEK Limassol, Paphos

**12:30 – 13:00:** A visit to the institution's premises at the Limassol branch  
A. Kleanthous, Manager MIEEK Limassol  
D. Kouklos, Assistant Manager MIEEK Limassol  
M. Spanos, MIEEK Program Coordinator  
Loukas Solomou, Limassol Program Coordinator  
P. Zacharoplastis, Quality Assurance Officer MIEEK

**13:00 – 13:20:** A video-streamed visit to the institution's premises at the Paphos branch  
Chrysis Kaponas Paphos Program Coordinator

**13:20 – 14:20:** Lunch Break

**14:20 – 15:20:** A meeting of the EEC with members of the teaching staff

Georgios Karaiskakis, Instructor Agriculture General \*  
Aegli Georgiadou, Instructor Horticulture, viticulture  
Stavros Georgiou, Instructor Agriculture, Biotechnology  
Zacharias Zacharia, Instructor Electrical & Computer engineering  
Maria Neofytou, Instructor English Terminology  
Konstantinos Konstantinou, Instructor Agriculture, Organic Crops  
Mathaios Akoysiotis, Instructor Mechanical Engineering \*  
Kyriakos Georgiou, Instructor Computer engineering \*  
Stelios Georgiou, Instructor Electronics  
Athanasios Zervas, Instructor English Terminology  
Stavros Hadjievagorou, Instructor Electrical engineering \*

**15:20 – 16:00:** A meeting of the EEC with students and graduates  
Nikolaos Nisiforou Graduate  
Giannos Soteriou, Graduate  
Sophia Chadjicharalambous, Graduate  
Ilias Televantos, Graduate

Anthousa Charalambous, Second year student  
Christos Savva, Second year student  
Ioanna Anastasiou, Second year student  
Demetris Tsaeras, Second year student  
Elena Charalampous, First year student  
Marina Iordanou, First year student  
Andreas Panagiotou, First year student  
Demetris Makarounas, First year student  
Christoforos Kakoulis, First year student

**16:00 – 16:50:** A meeting of the EEC with External Stakeholders

Dr. Iakovos Pantelides, Assistant professor Plant pathogen interaction Cyprus University of Technology  
Menelaos Papageorgis, Organic Farmer

**16:50 – 17:05:** Coffee Break

**17:05 – 17:30:** Exit Discussion

A. Kleanthous, Manager MIEEK Limassol  
P. Zacharoplastis, Quality Assurance Officer MIEEK  
Dr. K. Konstantinou, Assistant Manager MIEEK Paphos  
D. Kouklos, Assistant Manager MIEEK Limassol  
M. Spanos, MIEEK Program Coordinator  
Loukas Solomou, Limassol Program Coordinator  
Chrysis Kaponas, Paphos Program Coordinator

\* not present in the meeting

## B. External Evaluation Committee (EEC)

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

## 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.*

## 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.*

Following review of the application documentation, the site visit, and conversations with staff, students, and administrators, the Diploma programme addresses industry requirements and professional demand in Cyprus. The institution possesses relevant experience in this field. The programme's purpose, objectives, and goals were clearly articulated. The degree's knowledge, skills, and competences are thoroughly outlined. Nevertheless, the distinction between theoretical and practical lessons requires clarification.

### **1.1 Policy for quality assurance**

Conversations with management revealed that the programme has established quality assurance procedures, though the organisational structure lacks the comprehensiveness expected. The department keeps documentation, but the system requires enhancement. The study programme operates with the following structures:

- Executive Committee
- Faculty and Administrative Committee. (Academic Committee)
- Programme Coordinator
- Internal Quality Assurance Committee
- Programmes Committee
- Erasmus Committee

Several important committees are missing, including the Student Affairs Committee, Student Welfare Committee, Disciplinary Committee, and Research Committee, which restricts the programme's ability to provide thorough quality assurance and student support.

### **1.2 Design, approval, ongoing monitoring and review**

The programme and subject design address the fundamental skills, competences, and knowledge graduates need to enter the profession.

- The programme objectives correspond to expected learning outcomes at diploma level. The phrasing of certain programme and course learning outcomes would benefit from revision to better convey the practical application and competences appropriate to this qualification level.
- The programme delivers diploma-level subject knowledge. It incorporates elements providing background knowledge and several professional skills.
- The institution maintains industry partnerships, though the arrangements for securing student employment could be improved—a concern raised in student conversations. The department arranges periodic events to enrich student experience.
- The institution recognises challenges with research outputs and the lack of a Research Committee. The absence of formal research structures restricts possibilities for research development.

### **1.3 Public information**

The EEC committee examined the course information, and essential details appear on the website. The selection criteria, learning outcomes, and qualifications awarded are accessible. In particular, the following are published:

- *selection criteria*

- *learning outcomes*
- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to students*

The programme's purpose and objectives are described on the website. The programme seeks to equip students with fundamental sector knowledge, preparing them for employment in the field.

#### **1.4 Information management**

Information concerning programme management was satisfactory, though enhancements are possible. Students and staff receive opportunities to contribute to and examine information. The institution showed it has established processes for tracking student progression and achievement, and gauging student satisfaction with the programme. Library resources are available, with EBSCO access allowing students to reach electronic resources remotely. Establishing connections with further scientific databases (Elsevier, Wiley etc.) and developing stronger management information systems is recommended.

##### *Strengths*

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

- The College strengthen links with professional bodies.
- The College supports students' professional development and introduces them to the farming industry, prioritising opportunities for professional growth.
- Quality assurance processes are established in line with other programmes.
- Academic staff maintain regular communication with students and provide ample opportunities for discussion.
- The College has invested in improving the electronic platform for students, administration, and assessment.
- There is clear evidence of emphasis on training and development.

##### *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.*

1. The College needs to review the course descriptions to clearly separate the theoretical and practical components of each course with their corresponding lessons. The references for each course must be updated to include recent and relevant academic sources.
2. The space for field practicals is limited. The College must expand these facilities to meet the practical training requirements of the programme.
3. There are no teaching laboratories for subjects such as entomology and soil chemistry, which restricts practical learning for students. This gap must be addressed promptly to provide proper laboratory training.
4. Library facilities require improvement to better support student learning and research. This includes expanding the physical collection, improving study spaces, and increasing access to electronic resources and databases.

5. More teaching staff should be encouraged to participate in research activities. This would strengthen the academic quality of the programme and ensure that teaching reflects recent developments in the field.
6. The composition and membership of the Local Committees lack clarity and should be clearly defined and made accessible on the programme's website.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	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 is explicitly 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.*

#### 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.*

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

MIEET (Paphos branch) resides within a technical school for staff offices, sharing teaching rooms, computer laboratories and library facilities. Staff are present during MIEET's operational hours, and students have access to staff and facilities as needed. The outdoor space for practical skills sessions is hosted on a Ministry of Agriculture site nearby, but not on site, with a dedicated growing space but also access to other growing facilities which are part of the Ministry of Agriculture.

Course specifications require substantial development in the following areas:

- Improved intended learning outcomes that align with Bloom's taxonomy, using appropriate verbs for the qualification level. These should be reframed as intended learning outcomes (ILOs).
- Each course should have 3-6 ILOs, departing from the current format.
- Course content should align with ILOs
- The assessment section should link to each of the ILO's to ensure they are all assessed.
- Course content presentation varies between specifications and would benefit from a consistent week-by-week table showing theoretical and practical class details.
- Reading lists need annual updates.
- The library collection is part of the school library. Students did not raise concerns about reading materials, though expanding these resources would support more independent learning.

## 2.2 Practical training

The teaching rooms at the technical school are used for theoretical learning and meet their learning needs as it does not clash with the schools use as the MIEET courses operate between 5-9 pm. There is also a classroom at the farm site near to the greenhouse. Laboratory facilities are absent, with only 2 microscopes available. Students would benefit from better facilities to examine crop growth and development in detail.

External stakeholders provide access to broader learning environments, giving students exposure to various farms and laboratory facilities through neighbouring farms as well as the Ministry of Agriculture's facilities.

## 2.3 Student assessment

- The weighting of assessment marks needs review to ensure it reflects the work required and the ILOs being measured. The assessment section should specify the number and type of assessments more precisely in the 'written assignments, reports, tests' section (the wording varies between courses).
- Students could manage their workload better if assessment deadlines were known in advance, ideally presented in a table.
- Improved assessment briefs would ensure clarity and help learners understand what is required.
- All assessment briefs, tests and practicals should be reviewed as part of a moderation process before being issued to students to ensure clarity and avoid favouring particular students.
- Assessments are submitted through Turnitin for plagiarism checking. A stronger mark review using improved moderation processes would promote fairness and share effective practices.
- Student appeals procedures are in place.

- The mitigating circumstances processes appear unclear and potentially confusing. Retake opportunities occur 2 weeks after the first attempt, which may cause difficulties if a student had mitigating circumstances during the original assessment.

### Strengths

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

- There are classrooms next to the practical facilities, allowing students to move quickly between teaching environments to create a functional learning environment.
- A committed team of teaching staff with diverse expertise to cover the breadth of the curriculum.
- A motivated group of students who are eager to learn and develop their skills.

### 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.*

#### 1. Learning Outcomes (ILOs)

Rewrite current learning outcomes as **intended learning outcomes (ILOs)** that are clear and can be measured.

Match ILOs with [Bloom's Taxonomy](#), choosing verbs that suit the qualification level.

Set the number of ILOs per course at **3–6 focused outcomes**.

Make sure course content and assessments are **directly linked to ILOs**, showing how each outcome is taught and tested.

#### 2. Course Content Structure

Create a **week-by-week teaching plan** in each course specification that shows:

Theory sessions, practical sessions, main learning activities

Use the same **format** for course content across all specifications for consistency.

#### 3. Student Assessment Design and Transparency

Check the **weighting and distribution of marks** to keep things fair, balanced, and connected to ILOs.

Give **clear information** about the number, type, and format of assessments (such as written assignments, reports, tests, projects).

Provide an **assessment timetable** (preferably in table format) with deadlines and submission dates so students can organise their time.

Review assessment briefs and marked work before release.

#### 4. Learning Resources and Bibliography

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. Refresh and broaden the **reading lists** with more **up-to-date credible sources**.

Building up the organic horticulture/farming section of the library would help students access new books, articles and reports.

#### 5. Resubmission/retake procedures

The resubmission process should be explained more clearly, making sure it treats students facing difficulties reasonably.

6 Consider renaming some of the courses studied to make them more attractive to students.

A training session or workshop should be arranged for all teaching staff covering improvements to student assessment, resubmission/retake procedures and course specifications.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially 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.*

### 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.*

#### **3.1 Teaching staff recruitment and development**

The Ministry of Agriculture manages staff recruitment and employment through established formal procedures, overseeing appointments and determining staffing needs.

#### **3.2 Teaching staff number and status**

The institution employs 12 teaching staff members with the following qualifications: 3 hold Bachelor's degrees or sub Masters level study, 8 hold Master's degrees, and 1 PhD holder. All teaching staff at the campus work full-time. Sixty per cent have permanent contracts, whilst the remaining 40% are pool staff from the Ministry of Education registry who work on temporary or rotating arrangements.

#### **3.3 Synergies of teaching and research**

MIEEK does not conduct research, and students have no exposure to formal research activities during their learning but they do have visiting access to the Ministry of Agriculture site where some research is conducted.

### Strengths

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

- The Ministry of Education administers the recruitment process, ensuring fairness, impartiality, and transparency in appointments, in line with European standards and best practices.
- The teaching staff hold qualifications at Master's level or above, with also a PhD holder contributing research expertise and scholarly insight to their teaching.
- The staffing structure combines permanent staff who provide continuity and institutional knowledge with pool staff who bring fresh perspectives and flexibility to the department.
- 

### 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.*

1. Increase the number of staff members with doctoral qualifications to strengthen research capacity, improve research-informed teaching, and give students access to advanced expertise and current developments in organic agricultural production.

2. Expand and vary training provision for new and existing staff to develop their knowledge and skills, keep them informed of current pedagogical methods, and build their academic capabilities in line with developments in organic agriculture and educational practice.

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

<b>Sub-area</b>		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
<b>3.1</b>	Teaching staff recruitment and development	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant
<b>3.3</b>	Synergies of teaching and research	Partially compliant

#### 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.*

##### 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.*

#### 4.1. Student admission

The student admission requirements are published openly and work well to select suitable candidates. Entry criteria include academic qualifications such as grades and test results, alongside other factors like involvement in activities beyond the classroom and service to the community.

#### 4.2. Student progression

The Secretariat keeps detailed digital records of how students perform academically, both during their studies and after graduation. This information helps identify patterns and supports decision-making about the programme. Students need to achieve at least 50% to move forward in their studies.

The programme offers academic support and resources to help students when they face difficulties. Students have regular meetings with the programme coordinator and course leaders for advice and guidance. These meetings give students feedback on how they are doing and practical suggestions for reaching their objectives.

The organisation has set up working committees to improve communication and teamwork. The Programme Committee meets to discuss what is taught, how it is delivered, and concerns from students and staff. Minutes are kept of all discussions and decisions for future reference and assessment.

#### 4.3. Student recognition

This programme sits at level 5b in the European framework. It runs over four semesters of full-time study, with 14 teaching weeks each semester plus final examinations. Students accumulate 120 ECTS credits, which can be transferred to other institutions across the European Union. The programme brings together theoretical and practical courses, and includes opportunities for research and work placements. The pass mark is 50 %. The EEC notes a concern regarding the absence of incentives or recognition mechanisms for high-achieving students, particularly those in the top 5 % of academic performance. This lack of motivation and reward for excellence may hinder the development of a culture that encourages and celebrates outstanding achievement amongst the most capable students.

#### 4.4. Student certification

The institution has published clear regulations about how students receive their certificates. These regulations set out the procedures and ensure that all students are assessed fairly and uniformly. The regulations are reviewed and revised regularly to stay relevant and meet students' requirements. The institution takes seriously its responsibility to offer a thorough and credible certification process for all students.

##### Strengths

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

The institution has established solid admission procedures that draw in suitable candidates through clear selection criteria. These criteria include academic performance, participation in extracurricular activities, community involvement, and personal attributes that show promise for success. The college has put in place thorough systems for monitoring student progress through their studies. These involve examining academic records to identify problems early, then using focused teaching methods to tackle particular difficulties. The institution has also established ways of collecting feedback from both students and staff, which help improve monitoring methods over time. This means that students who encounter problems get the help they need whilst all students keep making progress towards finishing their studies.

##### 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.*

1. The institution should introduce recognition schemes for students who perform well. This would motivate students to work harder, engage more deeply with their studies, and improve overall performance. Recognition could include certificates, awards, scholarships, or public acknowledgement at ceremonies or adding categories of achievement e.g. pass, merit and distinction. Recognising students' hard work and success creates a culture where excellence is valued and expected.
2. The institution should also allow students to retake selected modules to improve their grades. Letting students choose two or three courses at the end of the spring semester for re-examination would give them a chance to obtain better results. This shows faith in students' potential and promotes a culture of continuous improvement and success.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Partially 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.*

### 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.*

## 5.1 Teaching and Learning Resources

MIEEK uses Moodle to upload teaching materials and communicate with students. However, concerns have been raised regarding the overall organisation and availability of teaching and learning resources.

- Whilst basic practical resources are available, the overall provision shows clear gaps in organisation and comprehensiveness, however greater access to the Ministry of Agriculture site can help in this regard. Academic and administrative staff try to follow a student-centred learning approach and provide flexible modes of learning and teaching, focusing on practical skills required for the profession, but they are hampered by poor facilities and resources.
- Students have access to the library, which provides a reasonable number of computers and books, as well as access to EBSCO (either via library computers or remotely). However, the library's physical collection is very limited, particularly in specialised agricultural sciences.
- Students receive notes, further reading, and other sources via the VLE (Moodle).
- The list of books on organic production is limited. A large investment in current textbooks, reference materials, and additional resources on organic horticultural production is needed. The library lacks key reference works, international journals, and recent publications that are essential to a thorough agricultural education.
- Access to electronic databases beyond EBSCO is very restricted. The institution should establish subscriptions to major scientific databases such as Elsevier, Wiley, Springer, and agricultural-specific databases to provide students with access to current research and industry developments.

## 5.2 Physical Resources

The physical resources at MIEEK present the biggest area of concern identified by the EEC. The institution shows major gaps in laboratory facilities and practical training spaces for delivering a thorough programme in Organic Agricultural Production.

- The department provides computer rooms and lecture rooms equipped with computer connections but no recording facilities.
- The institution is lacking facilities like a Microscopy-Botany lab, a Plant Physiology-Soil Science lab, and a Chemistry lab.
- The facilities for practical farming and field work are a slightly small. The limited field space means that students only gain limited hands-on experience in crop cultivation, organic farming techniques, pest management, and other key practical skills. With too few experimental plots, students have minimal opportunities to design and conduct their own agricultural trials, which greatly limits their practical competence upon graduation.
- The greenhouse facilities are limited in both number and size, restricting opportunities for controlled-environment agriculture training, although access.
- Students have limited exposure to the range of tools, machinery, materials and work in a relatively low tech environment, thereby not also representing best practice in the sector or what they will encounter in professional practice.

## 5.3 Human Support Resources

- All human support resources, practices, and policies are in place. The College provides support for students' wellbeing, academic experience, student life, and learning. However, the commitment and dedication of staff cannot fully make up for the major gaps in physical resources and facilities.
- The academic staff show strong commitment to student success, but they are seriously hampered by poor laboratory and field facilities, which limits their ability to deliver the practical, hands-on training that is required for this programme.
- The EEC notes that whilst the College has demonstrated engagement with external stakeholders through informal channels and ad hoc consultations, there is currently no formally established and proper External Stakeholder Committee in place. The absence of such a structured committee represents a significant gap in the programme's governance and quality assurance mechanisms. A formal External Stakeholder Committee would provide systematic input from industry professionals, agricultural enterprises, government bodies, and other relevant stakeholders, ensuring that the programme remains aligned with evolving industry needs, labour market demands, and professional standards. The establishment of this committee would facilitate regular, structured dialogue between the institution and the agricultural sector, enabling timely curriculum updates, enhanced placement opportunities, and stronger links between academic training and professional practice. The EEC strongly recommends that the College prioritise the formation of this committee as a matter of urgency to strengthen the programme's external engagement and ensure its continued relevance to the agricultural industry in Cyprus.

#### 5.4 Student Support

- Students are informed about all existing policies through the student handbook and at events organised by administrative support staff, particularly during orientation at the beginning of the semester.
- However, students expressed concern during discussions with the EEC regarding the limited practical training opportunities resulting from poor facilities.

#### Strengths

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

The institution shows several strengths in how it provides resources and supports its students. MIEEK uses Moodle to upload teaching materials and communicate with students, and is currently implementing new software to bring services together and give students better access to their grades. The College has created a central hub where students can access various provisions in one place. Students can use a library that has some computers and books, and they can also access EBSCO remotely. Academic and administrative staff work to adopt a student-centred learning approach, concentrating on the practical skills needed for the profession. The College offers substantial human support resources, with solid support for students' wellbeing, academic experience, student life, and learning. Academic staff show genuine commitment to helping students succeed. Students receive thorough information about policies through the student handbook and orientation events, whilst international students get extra help with immigration matters and finding accommodation.

#### 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.*

1. Build up the library's collection of books and materials, especially in agricultural sciences, with recent textbooks, reference works, and new publications
2. Set up subscriptions to key scientific databases like Elsevier, Wiley, Springer, and specialist agricultural databases in addition to EBSCO
3. Set up a proper Botany/Chemistry laboratory with enough space, specimens, and equipment for plant identification, herbarium work, and practical sessions
4. Increase the space for practical farming and field work beyond the current greenhouse facilities and experimental plots
5. Add more greenhouse facilities and make them bigger for controlled-environment horticulture training
6. Integrate higher tech solutions into the greenhouse and agricultural equipment.
7. Human Support Resources: 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. 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 research initiatives, and mutually beneficial partnerships.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially 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.

**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.*

Not applicable

**Strengths**

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

Not applicable

**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.*

Not applicable

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>6.1</b>	Selection criteria and requirements	Not applicable
<b>6.2</b>	Proposal and dissertation	Not applicable
<b>6.3</b>	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.*

The External Evaluation Committee commends MIEEK for its commitment to delivering vocational education in Organic Horticultural Crops and acknowledges the dedication of staff, administrators, and students encountered during the site visit. The programme addresses a genuine need in Cyprus's agricultural sector and demonstrates potential for producing competent graduates. However, several critical areas require immediate attention to ensure full compliance with European Qualifications Framework (EQF) Level 5 standards and to deliver the quality education that students deserve.

### Correspondence with the European Qualifications Framework

The programme is appropriately positioned at **EQF Level 5** (short cycle qualification within the first cycle of higher education). However, to fully meet EQF Level 5 descriptors, the following alignments must be strengthened:

**Knowledge Component:** While the curriculum covers comprehensive specialized knowledge in organic horticulture, the **limited library resources, restricted database access (only EBSCO), and outdated course references** hinder students' ability to engage with current theoretical and factual knowledge in the field. The absence of key scientific databases (Elsevier, Wiley, Springer) prevents students from accessing contemporary research essential at this qualification level.

**Skills Component:** EQF Level 5 requires "a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems." The programme's **critical deficiency in physical resources**—specifically the absence of teaching laboratories (Microscopy-Botany, Plant Physiology-Soil Science, Chemistry), limited field space, low tech greenhouse facilities, and only 2 microscopes—fundamentally undermines students' ability to develop the comprehensive practical skills expected at this level.

**Responsibility and Autonomy Component:** The programme's **absence of research activities** (except for one research-active PhD holder) limits students' exposure to independent inquiry and critical evaluation expected at this level. The lack of a Research Committee and formal research structures restricts opportunities for students to "review and develop performance" through research-informed learning.

### Critical Infrastructure Deficiencies

The most significant barrier to programme quality is the **inadequate physical infrastructure:**

1. **Laboratory Facilities:** The complete absence of specialized teaching laboratories for entomology, plant physiology, soil science, and chemistry is unacceptable for a diploma programme within the frame of agricultural sciences. This deficiency must be addressed as a matter of urgency.
2. **Practical Training Spaces:** There is only access to one dedicated low tech greenhouse which should be the cornerstone of vocational education at this level.
3. **Library and Information Resources:** The shared library with limited holdings and restricted electronic database access falls short of supporting diploma-level independent study and research skills development.

### Governance and Quality Assurance Enhancement

The programme lacks essential governance structures required for comprehensive quality assurance:

- **Student Affairs Committee** – needed for proper student support
- **Disciplinary Committee** – required for procedural fairness
- **Research Committee** – essential for developing research culture

Establishing these committees will strengthen institutional capacity to deliver quality assurance aligned with European Standards and Guidelines (ESG).

### Academic Standards and Learning Outcomes

#### Course specifications require substantial revision:

1. **Learning Outcomes:** Current learning outcomes must be rewritten as measurable Intended Learning Outcomes (ILOs) aligned with **Bloom's Taxonomy**, using appropriate action verbs for EQF Level 5 (e.g., analyze, evaluate, create, design).
2. **Assessment Alignment:** Assessment methods must explicitly demonstrate how each ILO is measured, with transparent weighting that reflects the complexity and importance of different learning objectives.
3. **Theoretical vs. Practical Distinction:** Course descriptions must clearly separate theoretical and practical components with corresponding contact hours, ensuring ECTS credits accurately reflect actual student workload.
4. **Bibliography Updates:** All course reading lists must be updated with current, relevant academic sources (within the last 5-10 years where possible).

### Teaching Staff Development

While teaching staff demonstrate commitment and appropriate qualifications (7 Master's, 2 PhDs), the programme would benefit from:

1. **Increased PhD Holders:** Recruiting additional staff with doctoral qualifications will enhance research-informed teaching and academic rigor.

2. **Research Engagement:** Encouraging all staff to engage in scholarly activities, publications, and research will ensure teaching reflects current developments in organic agriculture.
3. **Professional Development:** Systematic training in pedagogical approaches, assessment design, and curriculum development aligned with EQF descriptors.

## Student Support Enhancement

While student support services exist, the following improvements are recommended:

1. **Recognition Schemes:** Establish awards, scholarships, and public acknowledgment for high-performing students to foster a culture of excellence.
2. **Flexible Reassessment:** Allow students to retake selected modules (2-3 courses) at the end of spring semester to improve grades, supporting continuous improvement and student success.
3. **Transparent Mitigating Circumstances:** Clarify procedures for students experiencing difficulties, ensuring fair treatment and adequate time for retakes (current 2-week period may be insufficient).

## Human Support Resources

The establishment and formation of a proper, formally structured **External Stakeholder Committee** is strongly recommended and should be implemented as soon as possible in the near future.

## Final Remarks

The Organic Horticultural Crops programme demonstrates strong potential and addresses genuine industry needs. The **commitment of staff, positive student feedback, and established quality assurance processes** provide a solid foundation for improvement.

The EEC recognizes that many recommendations require significant institutional investment and may depend on Ministry of Agriculture support. However, **without substantial enhancement of physical facilities and learning resources, the programme will not be able in the near future deliver the quality education students deserve to deliver the comprehensive practical skills demanded by the organic agriculture sector.**

The Committee strongly encourages MIEEK to prioritize infrastructure development and academic standards enhancement to ensure this valuable programme achieves full compliance with European standards and prepares graduates for successful professional careers in organic horticulture.

With appropriate investment and implementation of the recommendations outlined in this report, the programme has the potential to become a center of excellence in organic agricultural education in Cyprus, contributing meaningfully to sustainable agriculture development in the region.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Martin Weih</b>	
<b>Nicola Cannon</b>	
<b>George Tsiamis</b>	
<b>Ioannis Onoufriou</b>	
Click to enter Name	
Click to enter Name	

**Date:** 14/10/2025