



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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Doc. 300.2.2

Institution Response (Institutional Evaluation)

Date: 15/11/2024

- **Higher Education Institution:**
Public School of Higher VET – MIEEK
- **Town:** Limassol (C Technical and Vocational School)
- **Institution Status:** Currently Operating

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [[L.136\(I\)/2015](#) – [L.132\(I\)/2021](#)].



A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*



BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

1. Building facilities

1.1 Plans and licenses

General

The institution currently operates in parts of the facilities of the 3rd Limassol Technical School, which has been serving hundreds of students during daytime hours for decades. The school building is government-owned, and their construction process only requires a Town Planning Permit, not a Building Permit. Consequently, and most of these government owned structures lack a of Final Approval Certificate.

The Ministry of Education's Technical Services Department is responsible for maintaining these facilities. According to various representatives from the daytime school, the buildings undergo regular inspections by the technical services department. It was also mentioned that the Technical Services engineers use a standardized template for visual inspections, though it remains unclear whether this is the same form required by CYQAA (Cyprus Agency of Quality Assurance and Accreditation in Higher Education) forms 102 and 103.

1.1.2 Operating License

Not provided.

Although these facilities lack an operating license from local authorities, they are actively used during daytime hours by secondary education students. The secondary school operates in these buildings despite the absence of official operational licensing from municipal authorities. It should be noted that it is not common practice for the government educational facilities to have these types of operational licenses.

Recommendation: None

1.1.3.1 Visual Inspection Form E.O.E 102

Not provided.

However, as mentioned above, the entire facility is being inspected by the technical services of the Ministry of Education, Sports and Youth. No internal reports or certificates have been provided.

Recommendation: MIEEK contacts the technical services of the Ministry of Education, Sports and Youth to request for the completion of Visual Inspection Form E.O.E 102 for it to be submitted to CYQAA according to CYQAA's guidelines.

Recommendation: MIEEK contacts the technical services of the Ministry of Education, Sports and

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Youth to request for the completion of Visual Inspection Form E.O.E 102 for it to be submitted to CYQAA according to CYQAA's guidelines.

1.1.3.1 Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.Ε.Κ 103
Not provided.

However, as mentioned above, the entire facility is being inspected by the technical services of the Ministry of Education, Sports and Youth. No internal reports or certificates have been provided. Recommendation: MIEEK contacts the technical services of the Ministry of Education, Sports and Youth to request for the completion of Visual Inspection Form E.O.E.Σ.Ε.Κ 103 for it to be submitted to CYQAA according to CYQAA's guidelines.

1.1.3.3 Inspection Certificate Form 104
Not provided.

This certificate represents the official results of the Form 102 and Form 103 inspections. Since the E.O.E and E.O.E.Σ.Ε.Κ report were not available nor the certificate form 104 could have been available.

1.1.3.4 Fire Safety Certificate, issued by the Fire Department
Not provided.

During the facilities inspection for MIEEK, numerous fire safety measures were observed:

1. Fire equipment including:

- o Smoke and heat detectors
 - o Gas detection points in kitchen areas
 - o Fire blankets in kitchen areas
 - o Up-to-date fire extinguishers
 - o Fire alarm system in kitchen areas
2. Emergency exit features:
- o Clear and visible fire exit signs in all areas
 - o Fire exit doors leading to safe, open spaces
 - o Some fire doors equipped with emergency push handles, unlocked from inside but secured from outside
 - o However, several fire doors lacked these emergency push handles and were found locked during inspection

3. Evacuation procedures:

- o Evacuation plans displayed in common areas
- o Clear, unobstructed pathways to safe zones

While extensive fire safety measures are in place, no official fire safety certificate was available during the inspection. Although these measures suggest a long-standing fire safety strategy exists, several critical questions remain unanswered:

1. Whether the current fire safety strategy plan was developed in collaboration with the Fire Department
2. If the Fire Department has approved the existing measures
3. Whether the number and types of safety measures in place are sufficient

Recommendation: It is strongly advised that MIEEK immediately contacts the Fire Department to request:

1. An official review of the current fire safety plan
2. A comprehensive inspection of the facilities (only the one to be used by MIEEK)



3. Verification that all necessary fire safety requirements are met

This review will ensure compliance with official fire safety standards and regulations, leading to the issuance of the fire safety certificate to be submitted to CYQAA.

1.1.3.5 Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department

- Certificate for the electrical installations was not submitted.
- No certificate for the gas equipment and gas storage tanks have been submitted.

Recommendation: To submit all the necessary certificates for the gas equipment.

Institution's Answer to the Recommendations:

The appropriate actions have been taken by the Directorate of MIEEK, in collaboration with the competent state services to secure the Certificates mentioned above. Their comments will be available by the start date of the courses, at least for the facilities where the MIEEK Branch operates.

1.1.3.1 All relevant actions are underway and the Institution is in the process of obtaining the Visual Inspection Certificate E.O.E. 102.

1.1.3.2 All relevant actions are underway and the Institution is in the process of obtaining the Visual Inspection Certificate E.O.E.Σ.E.K. 103.

1.1.3.3 All relevant actions are underway and the Institution is in the process of obtaining the Inspection Certificate Form 104.

1.1.3.4 All relevant actions are underway and the Institution is in the process of obtaining the Fire Safety Certificate.

1.1.3.5 All relevant actions are underway and the Institution is in the process of obtaining the Certificate for the Electrical Installations, the Gas Equipment and the Lift Equipment.

1.2 Other facilities

The facilities intended for MIEEK use are in fair condition overall. The site offers adequate parking, including designated spaces for disabled individuals, and features wheelchair accessible ramps throughout the building. No visible signs suggesting structural integrity issues were observed during the inspection, though it must be noted that a comprehensive visual structural assessment should be conducted as part of the required 102 and 103 form submissions. The building is equipped with sufficient restroom facilities, including those adapted for disabled users.

It is recommended that an extension of time is granted to the MIEEK institute in order to submit all the necessary certificated required as described above and are a necessity by CYQAA which are:

Completed and signed Visual inspection forms 102 according to CYQAA's guidelines.

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Completed and signed Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103 according to CYQAA's guidelines.

Completed and signed Inspection Certificate Form 104 according to CYQAA's guidelines.

Fire Safety Certificate (valid)

Electrical Installation Certificates

Gas equipment/storage Certificates (valid)

Photographical documentation to support all the above listed in section 1 Building Facilities are available upon request for MIEEK Limassol.

Institutions Answer to the Recommendations:

We would like to thank the EEC for acknowledging that the school facilities are in good condition (including sufficient parking spaces, parking spaces for the disabled, wheelchair ramps at all necessary points of the building, and plenty of restrooms, including those for people with disabilities).

The appropriate actions have been taken by the Directorate of MIEEK, in collaboration with the competent state services to secure the Certificates mentioned above. Their comments will be available by the start date of the courses, at least for the facilities where the MIEEK Branch operates.

1. All relevant actions are underway and the Institution is in the process of obtaining the Visual Inspection Certificate E.O.E. 102.
2. All relevant actions are underway and the Institution is in the process of obtaining the Visual Inspection Certificate E.O.E.Σ.E.K. 103.
3. All relevant actions are underway and the Institution is in the process of obtaining the Certificate Form 104.
4. All relevant actions are underway and the Institution is in the process of obtaining the Fire Safety Certificate.
5. All relevant actions are underway and the Institution is in the process of obtaining the relevant Electrical Installation Certificates.
6. All relevant actions are underway and the Institution is in the process of obtaining the relevant Lift Certificates.
7. All relevant actions are underway and the Institution is in the process of obtaining the relevant Gas Equipment Certificates.



2. Student welfare services

The Student Welfare Service operating at the MIEEK is managed by the Head of the Student Welfare, who coordinates the actions of the MIEEK Branches, which operate under the District Directors of each Branch.

The student welfare services are basically provided by the local academic coordinator who also is in close collaboration with other authorities of the Ministry of Education Sports and Youth when necessary. The relatively small number of students makes this structure adequate for the time being.

2.1. Special access for students with disabilities

There is a very small number of students with disabilities. Every student with a disability is evaluated by the Special District Committee of Special Education which recommends all the necessary facilitations to be provided. If the educational program which the student selected includes steps that is either difficult or dangerous for the student and/or for the rest of the class, the local academic coordinator can suggest a different course. Physical access is satisfactory including ramps and lifts. When any difficulty is presented all necessary measures are taken to make access easier or possible.

Institution's Answer to the Recommendations:

- Our aim has been to address the multiple needs of students, support them throughout their studies and facilitate them to adapt to the new academic environment. This is achieved by enhancing their capacity for personal autonomy and independence and providing additional help to those facing increased stress levels, learning difficulties and other psychological problems, which are often associated with poor academic performance.
- Support offered to students with disabilities (physical as well as psychological). There are internal regulations concerning "disadvantage compensation/reasonable adjustment" for disabled students. The rooms/labs are wheelchair-accessible.
- We believe that the Academic Coordinators who support the Student Welfare Services are adequate for the number of students enrolled.

2.2. Recreation areas

MIEEK are hosted in the Technical Schools so all the recreational areas of the school are available, including a cafeteria and sports facilities.

Institution's Answer to the Recommendations:

The premises of the C Technical School include a cafeteria for students, recreational space in the surrounding area and balcony in the building.

2.3. Policy and statutes for academic student support

Academic support is provided mostly by the local academic coordinator but also from the teaching staff. Due to the small number of students it is possible to have a very close



relationship with the cohort that allows for clearer communication. A very important tool for providing academic support is the Evaluation (formative approach). Once a semester, after the midterm exams students are called to a personal interview where performance is reviewed, common goals are set and signed by both parties. This allows also for any corrective measures to be suggested early on. Furthermore, if necessary, tutoring support can be provided.

Institution's Answer to the Recommendations:

The Academic Coordinators provide overall guidance to the students assigned to them, so that they can improve in key aspects throughout the curriculum. All academic coordinators follow-up all students routinely and have regular meetings in order to monitor their progress.

2.4. Policy and statutes for financial student support

MIEEK are tuition free, so no formal financial support scheme is present. MIEEK students are eligible for the Student Welfare subsidy which is an important financial incentive (€1500-€2500/year).

Institution's Answer to the Recommendations:

The student economic package, includes a meal allowance, a housing allowance, an allowance for the purchase of university books and an allowance for the purchase or maintenance of a computer. In addition, for any other financial problems that may arise during their studies, the MIEEK management is committed to handle and assist any student in their personal needs wherever possible.

2.5 Counselling services

This is closely related with academic support also (section 2.3). Furthermore, if needed students can be provided with psychological and other social support in collaboration with the Student Welfare Committee (centrally). Student can also get guidance on choosing further academic (university level) education.

Institution's Answer to the Recommendations:

Due to the small number of students, instructors have direct contact with them, offering them immediate support. Moreover, if students are facing a problem and do not want to discuss it with the instructor, they can discuss it with the Academic Coordinators and/or with the Director of the Institution.

2.6. Career Office

Again this role is administrated by the local academic coordinator. The students can get help on drafting their CV and cover letter, preparation for a job interview etc.

Institution's Answer to the Recommendations:

We are pleased that the EEC recognizes that all of our students are offered a wide range of career support and services, helping students with job search methods, how to do a job interview, how to write a CV and more.

2.7. Service linking the institution with business

Most of the students are already working. Nonetheless, MIEEK has a very good network of



business contacts and collaborators where students can do their compulsory job placement. Usually the placement converts into employment.

Institution's Answer to the Recommendations:

- An important parameter for the Committee is the interconnection/relevance of our courses with the labour market and the working environment. This is achieved both through visits to suitable industrial units and by inviting professionals from industry.
- Through the “DEETE” platform, the MIEEK Public School has developed formal and official mechanisms. The platform is now completed and is online.
- One of platform's applications is to interact with MIEEK alumni, to track their professional progress and to stimulate their interest in participating in this platform. Their participation will afford MIEEK the ability to formally gather data based on actual and real facts.

2.8. Mobility office

The students (and staff) can participate in Erasmus+ mobility programs for 2 weeks (usually this is the case) or even longer. There is interest especially in some programs but it is not always easy, due to the fact that student are also (usually) working in the industry. MIEEK is trying to find opportunities during holiday seasons so that more students can participate.

Institution's Answer to the Recommendations:

Many of our students have the opportunity to participate in professional training all over the EU. These experiences greatly enrich the knowledge, skills and competences of MIEEK students, by giving them the opportunity to learn in a wide variety of environments.

2.9. Student clubs/organizations/associations

The MIEEK students constitute the Students' Union. Each department elects its own Council. All students are automatically considered members of the Students' Union upon their enrolment in the MIEEK unless they state otherwise. The Students Union is represented by an elected Board. The student representatives are invited to participate in various committees formed by the MIEEK Branch and convey to the administration of the Branch the students' opinions on various issues under consideration. Due to the nature of MIEEK the students Haven't developed to a great extend some further initiatives forming for example themed student clubs, e.g. sports and recreational and their extra curriculum activities are limited to 2 voluntary blood donation events per year and certain events. Although the activities of the student association are limited, compared to those of a university, the nature of the work (study/balance) of the average student leaves little capacity for such activities.

Institution's Answer to the Recommendations:

We would like to thank the EEC for their understanding on that matter. It is true that due to the nature of the work (study/balance), most of the student have no time to get involved with activities. Nevertheless, the Limassol MIEEK Branch will participate in different social, charity and sports events.



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2.10 Other services

MIEEK students are also eligible for the National Youth Card (age under 35) which gives them certain benefits like discounts on public transportation, sports and cultural events, discounts at hotels and restaurants, shops etc

Institution's Answer to the Recommendations:

The Limassol MIEEK Branch has developed close relations with Hotels and Restaurants, since many of our students do their practical training and/or work permanently in these companies. Due to these relations, some of these companies offer discount cards to our students and staff.

3. Infrastructure

Infrastructure is satisfactory and adequate for the courses offered.

Institution's Answer to the Recommendations:

The EEC did not have any recommendations.



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1. Institution's Academic Profile and Orientation

Sub-Areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

1.1 Mission and strategic planning

The academic community (the institute's teaching staff and the management) is involved on a central level

Institution's Answer to the Recommendations:

The MIEEK Public School has addressed its objectives through its Mission, Vision and Core Values and has made this available on the website and through documents. MIEEK will continue to develop and make its quality assurance policies publicly available in order to secure and improve its academic and operating standards.

1.2 Connecting with society

Stakeholders' involvement is active. There is a very good relationship with the local chamber of commerce and industry as well as with the institute for chartered shipbrokers.

Printed materials, TV and radio and social media are being used for promoting the programs.

Communication with graduates is based on a personal, informal way.
An alumni type of organization would be useful.

Institution's Answer to the Recommendations:

The MIEEK Public School has developed very good relations with the local Chamber of Commerce and, at the same time, with individuals. Furthermore, we have developed the "DEETE" platform, an official mechanism, through which the MIEEK alumni can secure their future job and companies can find suitable human resources. Their participation on the online platform will give MIEEK the ability to formally collect required statistical data.

1.3 Development processes

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

When applying for specific resources with justification and detailed budget, the approval process is central and is streamlined (no more than 2 months).

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

There are currently 102 students enrolled in the 4 programs all being permanent residents of Cyprus.



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Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The building, the teaching and the laboratory infrastructure are up to date and fulfil the requirements of the courses offered. The equipment in the laboratory is of high quality and fit for purpose.

The building is being shared with the secondary technical school and there were some complaints about the lack of air-conditioning in the classrooms.

Institution's Answer to the Recommendations:

The Ministry of Education, Sport and Youth has developed its Strategic Plan in order to attract high-level students from Cyprus.

The Ministry of Education, Sport and Youth has developed a schedule, according to which gradually every classroom will be equipped with air-conditioning.

Strengths

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

MIEEK is overall a well-structured organisation and the Limassol branch benefits from being part of it.

The infrastructure is very good.

Roles and responsibilities are clear and well-defined.

Good association to stakeholders.

The permanent staff is sufficient in terms of numbers and credentials.

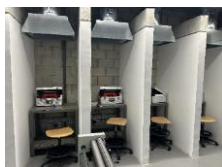
Areas of improvement and recommendations

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

Institution's Answer to the Recommendations:

For the two new programmes planned (Industrial Technician, and Foreman for Building and Technical Works) it is recommended to consider the experience and good practices of the Nicosia MIEEK Branch, that already runs these programmes.

There are three new programmes under study (Mechanical Installations, Welders and Installations and Maintenance of PV Systems), which seem to cover highly demanded sectors.





2. Quality Assurance

Sub-Areas

2.1 System and quality assurance strategy

2.2 Ensuring quality for the programmes of study

2.1 System and Quality Assurance Strategy

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The committee believes that the nature of vocational education requires continuous professional development and communication with the industry, rather than research

2.2 Ensuring quality for the programmes of study

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Minor changes (up to 10%) in the curriculum of the program can be carried out in the various branches, but since the programs are uniform in all branches all changes have to be reported to and approved by the central Management of MIEEK.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

There are procedures that are centralised (admission, students' information on regulations, rights etc.) that run over MIEEK for all branches.

The tutoring, support and welfare issues are handed by the program's coordinator in conjunction with the teaching staff and MIEEK management.

Students participate in Quality Assurance by completing questionnaires. These surveys are done in class and the process is anonymous, allowing students to respond honestly without fear of judgment or criticism. Through these questionnaires, students assess both their instructors and study programs. The collected data helps improve MIEEK's programs but at the same time the quality of the student's studies. This is significant as it provides students with the opportunity to offer feedback, and the institution appears to value and consider their opinions.

Strengths

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

There is a formative teaching and teachers' assessment by the students.



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There is a clear policy on all educational aspects (examinations, assessment, plagiarism etc.)

Areas of improvement and recommendations

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

Improve the information and guidance during application process and in the early stages of the program, to reduce drop outs due to external factors.

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Institution's Answer to the Recommendations:

We are glad that the Committee appreciates our centralized procedures for admissions and the dissemination of important student information, such as regulations and rights. Centralizing these processes ensures consistency across all MIEEK Branches and helps maintain a uniform standard of communication and student services. At the same time, the decentralized approach to tutoring, support, and welfare, which is managed by programme coordinators, in collaboration with teaching staff and MIEEK management, allows us to address the specific needs of each programme and provide tailored support for our students.

We are particularly pleased that the Committee highlighted the importance of our student feedback mechanisms. The use of anonymous questionnaires to assess instructors, courses, and the overall learning experience is an integral part of our Quality Assurance process. These surveys give students a voice in shaping the curriculum and teaching methods, and their feedback is crucial in helping us refine and improve our programmes. We are committed to ensuring that this process remains robust, transparent, and effective in supporting both student learning and the quality of our programmes.

Additionally, we are content that the Committee has recognized our clear policies on academic matters such as examinations, assessment, and plagiarism. We understand that a clear and consistent approach to academic standards is vital for maintaining the integrity and credibility of our programmes. These policies are communicated effectively to students, and we continually review them to ensure they reflect best practices in education and align with industry standards.

Regarding the recommendation to improve the information and guidance provided during the application process and the early stages of the programme, we agree that this is an area where we can do more to support our students and reduce the risk of dropping out due to external factors. We acknowledge that some students may face challenges in the



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initial weeks as they adjust to the demands of the programme, balancing their studies with work or personal commitments. In response, we are planning to enhance the orientation process and provide more detailed information about the programme's requirements, workload, and expectations before students formally begin their studies. A comprehensive guide is being prepared for applicants and prospective students, providing clear information on available programmes, as well as student obligations and rights, to support informed decisions about applying to or attending MIEEK programmes. An orientation day is scheduled in MIEEK's 2025 Academic Calendar to help successful applicants understand and prepare for their studies at the institution.



Administration

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Considering 3.5 - 3.7, the structure and operation modus of the institution is the centralised one of MIEEK, hence an individual branch has no responsibility for these points

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

There is a very lean administration structure, since most administrative tasks are handled by the MIEEK centrally (Admissions of students, IT, Data management etc.)

The actual on-site administration consists of secretarial support to the Director and the teaching staff.

Some of the staff and the students mentioned that, on occasion, the procurement of small pieces of equipment takes time.

Strengths

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

Well established procedures from the experience over the last decade. Effective though not always on-site available, MIEEK Limassol provides the support needed.

Areas of improvement and recommendations

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

For the scale and size of the branches, administration is adequate and transparent.

Institution's Answer to the Recommendations:

We would like to thank the EEC for this favourable comment. The MIEEK management has created clear documentation to make its governance transparent.

Regarding the on-site administration, we are grateful that the Committee recognizes the adequacy and transparency of our administrative support, which is primarily focused on secretarial assistance to the Director and teaching staff. We are committed to providing the necessary support for the smooth operation of the programmes. We have well-established procedures that have been refined over the past decade, and these procedures continue to ensure that the Branch functions efficiently, even with limited on-site administrative staff.

We acknowledge the Committee's observation about the procurement of small equipment sometimes taking longer than expected. We understand that delays in this area can be frustrating, and we appreciate the feedback from both staff and students on this matter. We will review and streamline the procurement process, where possible, to ensure that equipment and materials are acquired in a timely manner to better support the programmes and minimize any disruptions to teaching or learning.



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While the administrative structure is designed to be effective for the scale and size of our Branch, we are open to continually improving this area to ensure that all operational needs are met with greater efficiency. We will explore ways to improve the responsiveness of our on-site administration and better address any challenges related to procurement or other administrative tasks, while maintaining the overall transparency and effectiveness that the Committee has highlighted.

In conclusion, we appreciate the positive recognition of our administrative systems and are committed to addressing the areas for improvement you have pointed out. By further enhancing our processes and responding to specific concerns, we aim to create an even more supportive and efficient environment for our students and staff.



Learning and Teaching

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

4.1 Planning the programmes of study

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the Deficiencies.

4.2 Organisation of teaching

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Overall, a clear admission and teaching policy.

Students made the following comments:

In some programs, there is insufficient practical application (3 out of 5 days theory).

- The schedule and the structure made it demanding for those in work.
- The supply of small equipment was slow in the beginning of the courses, situation improved afterwards.
- The content of courses was not always up to date (i.e. cathodic tubes TVs)
- Lack of air-conditioning in classrooms, but also in the bakery
- Books and literature in general need updating

Teachers made the following comments:

- More flexibility in the schedule would allow students to participate. This can include distance learning to some extent.
- More possibilities to participate in Erasmus+ and other development activities

Strengths

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

A very positive feedback was given by the students on the teachers' connection to the industry and their provision of examples from the real world. The programs' content provided what they needed to know in their work.

Also, on the communication and support provided by the teaching staff.

The close cooperation between the industry and the branch, having the former in the Advisory Board of the latter, along with the personal involvement of the teachers.

Areas of improvement and recommendations

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

In some courses, more practical training would be needed (i.e. Organic Horticultural Crops, Computer Network and Communications).

The references given to students should be updated.



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A more flexible schedule, including some self-directed, online training could be applied where appropriate, to enable working students to cope with the program's requirements and external commitments.

Currently, each program is composed entirely of compulsory courses. To enhance the MIEEK curriculum, it is recommended to consider introducing a selection of elective courses, if this is compatible with the legal requirements. A proposed structure could allocate 90% to mandatory courses and 10% to electives. The elective options should be relevant to the field of study while allowing students to pursue a particular area of specialization. This approach would enable students to tailor their education to align more closely with their future career goals, whether they are oriented toward industrial, business, or administrative roles.

Institution's Answer to the Recommendations:

For the time being, due to the small numbers of students, we can't proceed with electives. For this reason, all MIEEK programmes of study are well thought out and take into account labour market needs and requirements. All programmes correspond to EQF level 5 and comply with European Professional Qualifications.

We make sure to renew our library with new books every year so that students have new references at their disposal.



Teaching Staff

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

A total of 28 teaching staff members are employed in Limassol, 22 permanent, 6 on contract. Therefore 79% of the staff is permanent and 21% on contract.

Given that there 102 students, this results in a ratio of 3.5/1 which is very good.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Branch manager and the program coordinator have the experience and the knowledge to run the programs.

The same applies to the teaching staff.

Strengths

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

Teaching staff are well qualified, motivated and strongly engaged in their work.

There is good diversity in the teaching staff, consisting of permanent teachers and teachers on contract from the industry.

The student/teacher ratio is good (3.5/1) for the Limassol branch, which is very good for vocational teaching, with the highest percentage of permanent staff (79%).

Areas of improvement and recommendations

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

Teaching staff could be better informed on the available resources for continuous professional development outside Erasmus+.

This could be part of formalised comprehensive induction training in the beginning of the semester.

Institution's Answer to the Recommendations:

We would like to thank the EEC for this observation. The number of teaching staff, as well as the amount of teaching hours per teacher, is considered adequate for the proper operation of each programme. In accordance with the relevant legislation, all teachers have qualifications higher than the diploma offered by MIEEK.

- The Committee has established the adequacy of both the teaching spaces and laboratories, as well as the necessary means required for the proper execution of the programme. Combined with the small number of students per department and year, they enable a student-centred and relatively personalized learning model.



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- The programmes employ sufficient staff members and laboratory technicians to properly deliver the teaching of practical lessons and prepare the lab areas.
- As a general rule, each programme of study has one Programme Coordinator who is a permanent staff employed fulltime. The administration staff deals with the day-to-day running of the school, as well as the planning of the future programmes and expansion of the school activities.
- Each year we inform out teachers about Erasmus+ opportunities and many of them attend seminars for improving and developing their professional skills.



3. Research

6.1 The Institution has a research policy formulated in line with its mission. N/A

6.2

The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.

N/A

6.3 The Institution provides adequate facilities and equipment to cover the staff

N/A

6.4

Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.

N/A

6.5 The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.

N/A

6.6

The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.

N/A

6.7

The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.

N/A

6.8

The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.

N/A

6.9 The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.

N/A

6.10 The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.

N/A

6.11 The programmes of study implement the Institution's recorded research policy.

N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the



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deficiencies.

Due to the vocational training nature of the institution, there is no research activity as such.

Members of the teaching staff can, however, participate in research activities.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The committee believes that the nature of vocational education requires continuous professional development and communication with the industry, rather than research.

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 followed by or linked to the recommendations of how to improve the situation.

Institution's Answer to the Recommendations:

As pointed out by the EEC, the vocational nature of the study programme does not support synergies at this stage. Individually, some of the teaching staff participate in research projects. The goal for the next stage is to build interdisciplinary projects within MIEEK's different programmes of study.



4. Resources

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

An assessment of risks and sustainability of courses being carried empirically, based on the number of students enrolling.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Funding is available and requests can be put on the level of teachers, program coordinators and institute managers.

Appropriate budget available.

Strengths

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

Availability of resources and fast response to requirements in most of the cases. Transparent management of financial resources.

Areas of improvement and recommendations

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

Since the budget is available, some dated laboratory resources (such as TVs) could be replaced.

Similarly, the installation of A/C in the laboratories could be considered.

Considering the enrolment in courses, both ongoing and planned ones, an assessment of risks and sustainability could be carried out focusing on the attractiveness of the courses.

Particular attention should be given to Supply Chain Management and Maritime Studies: It is the only program of its kind in Cyprus and attracts many students. Still, there are dropouts because it is not easy for students outside Limassol to travel whilst they are also working. Out of the 7 dropouts the programme had, 4 were from Nicosia and Larnaca and could not afford to travel the distance. Offering some of the courses as distance learning ones would be an option, especially since they are more theoretical than those of other programmes.

Considering the new programs, they all seem to be of interest and meet the actual demands of the labour market. One suggestion would be to examine if the program on Installation and Maintenance of PVs could also include either solar thermal systems or diagnostics for other electrical installations.

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Institution's Answer to the Recommendations:

We are grateful for the Committee's positive feedback on the overall availability of resources and the efficient management of our financial budget. We are committed to ensuring that our resources, including equipment and facilities, are well-maintained and effectively managed to support the learning process.



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We appreciate the recommendation to strengthen our investment in offering distance learning for our programme “Supply Chain Management and Maritime Studies”. We will explore the feasibility of integrating distance learning into this programme.

B. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

MIEEK’s branch in Limassol covers the region’s demand for vocational training since 2012. It has a very good relationship with the local Chamber of Commerce and Industry. It offers 4 programs, one of which is unique in Cyprus.

The facilities are of high quality and fulfil the requirements of the programs, which meet the demands of the local industry.

The teaching staff features academic and professional experience and is very well qualified; they are also highly motivated and show dedication to their work.

All the programs attract satisfactory numbers of students and have a good number of graduates. In some programs, more practical aspects should be part of the courses.

As in all other branches, it should be considered how dropouts are measured. Most of them occur in the first weeks of the program, in most cases because students are not fully conscious of the heavy teaching program combined with their daily work. The resulting dropouts do not mirror the quality and benefits of the programs. The committee’s suggestion is to consider the number of enrolled students after the third week. In this way, a more realistic assessment of dropouts will be possible.

At the same time, it is recommended that the option of distance learning is considered for some courses in each program, where this is feasible.

Overall, MIEEK’s Limassol Branch makes a very positive impression. Most importantly, it offers an opportunity to students free of charge while upholding a very high standard of education.

Institution’s Answer to the Conclusions and Final Remarks:

We would like to express our sincere appreciation for the time and effort you have dedicated to evaluate the operations and performance of MIEEK Limassol. Your thoughtful



observations, constructive feedback, and suggestions are invaluable to us as we continue to strive for excellence in providing quality education to our students.

We are pleased that the Committee found our facilities to be of high quality, with some being exceptionally so, and that they effectively meet the needs of our diverse programmes. We take pride in maintaining a learning environment that aligns with industry demands, and we are committed to continuously enhancing the infrastructure and resources to support both our students and faculty.

Your recognition of the high ratio of qualified teaching staff and their dedication to their work is greatly appreciated. We agree that our educators are a key strength of the Limassol MIEEK Branch, and we are pleased to know that their academic credentials and professional experience, coupled with their passion for teaching, are contributing to the success of our programmes.

We also welcome your observation regarding the dropout rate. We recognize that the initial weeks of a programme can be challenging for some students as they adjust to the demands of both academic and personal commitments. We will take your suggestion to consider a census point after the third week of study seriously, as it will offer a more accurate measure of programme retention. Furthermore, we will explore how we can better support students during this transition period, potentially through early interventions or additional guidance.

Regarding your recommendation on distance learning, we agree that this could offer a valuable option for students, particularly in programmes where flexibility may help reduce dropout rates and improve overall student success. We will explore the feasibility of integrating distance learning into our programme “Supply Chain Management and Maritime Studies”.

In conclusion, we are pleased that the Committee has recognized the strengths of our institution, and we remain committed to addressing the areas for improvement that you have highlighted. Your feedback has provided us with clear and actionable steps for further enhancing our programmes and services, and we look forward to implementing these changes with a view towards continuous improvement.

We thank you once again for your thorough evaluation and thoughtful suggestions. We are confident that by acting on your recommendations, the Limassol MIEEK Branch will



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continue to provide high-quality education that meets the needs of both students and industry, and contributes to the success of our community.

D. Higher Education Institution Academic Representatives

Name	Position	Signature
Dr ELIAS MARGADJIS	GENERAL DIRECTOR	
ANTREAS KLEANTHOUS	DISTRICT DIRECTOR	
D.KOUKLOU	DEPUTY DISTRICT DIRECTOR	
PANTELIS ZACHAROPLASTIS	QUALITY ASSURANCE OFFICER	
LINA ELLINA	ACADEMIC COORDINATOR – PSM	
Fullname	Position	

Date: 15/11/2024

