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# External Evaluation Report (Institutional)

- **Higher Education Institution:**  
Post-secondary institute of vocational education and training – MIEEK, Limassol Branch
- **Town:** Limassol
- **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. Introduction

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

The written materials were assessed between September 29<sup>th</sup> and October 1<sup>st</sup> 2024. On October 3<sup>rd</sup> the committee members visited the premises of MIEEK Limassol and had a series of meetings with:

- a) the Manager, the Coordinator, the QA and the IT-Officer of MIEEK, the Manager and assistant manager of MIEEK Paphos, the Manager and the Assistant Manager of MIEEK Paralimni-Avgorou-Larnaka and MIEEK Limassol the program coordinators MIEEK Paphos
- b) members of the teaching staff
- c) students from MIEEK Limassol
- d) stakeholders
- e) members of the administration

The meetings included presentations and discussions with the management of the Institution and the program coordinators, followed by meetings with the teaching personnel and students.

The meeting included a visit to the premises of the Institution, focusing on the classrooms and the laboratories.

The visit concluded with an exit meeting with all the staff involved, including support services.

The MIEEK team had an excellent level of preparation for the meeting, with presentations about the Institution and the programs offered on Bakery and Pastry, Supply Chain Management and Maritime Studies, Organic Horticultural Crops, and Computer Networks and Communications. The educational and administrative team presented a solid body of coherent information, whilst the students gave beneficial insights into the operation of the courses from their perspective.

The committee members consider the documentation and other materials provided to them of high quality and sufficient for the adequate evaluation of the programs, enabling them to elaborate opinions and summarize joint conclusions presented in this report.

## B. External Evaluation Committee (EEC)

Name	Position	University
Neil Rippington	Professor	Harvard University
Agis Papadopoulos	Professor	Aristotle University Thessaloniki
Sandro Nizetic	Professor	University of Split
Menelaos Menelaou	Head of academic affairs and student welfare	University of Cyprus
Michalis Trypiniotis	Civil Engineer (Infrastructure Expert)	University
Andreas Hadjianastasis	Student	University of Cyprus
FullName	Position	University

### C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

## 1. Building facilities

### 1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		No
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	No
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.Ε.Κ 103	No
	1.1.3.3	Inspection Certificate Form 104	No
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	No
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	No

#### General

The institution currently operates in parts of the facilities of the 3<sup>rd</sup> 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.

#### 1.1.3.1 Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 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.E.K 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.E.K 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:
  - Smoke and heat detectors
  - Gas detection points in kitchen areas
  - Fire blankets in kitchen areas
  - Up-to-date fire extinguishers
  - Fire alarm system in kitchen areas
2. Emergency exit features:
  - Clear and visible fire exit signs in all areas

- Fire exit doors leading to safe, open spaces
- Some fire doors equipped with emergency push handles, unlocked from inside but secured from outside
- However, several fire doors lacked these emergency push handles and were found locked during inspection

3. Evacuation procedures:

- Evacuation plans displayed in common areas
- 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.

## 1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

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.

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.

## 2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

**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.

## **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.

## **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.

## **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).

## **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.

## **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.

## **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.

## **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.

## **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 extent 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.

## 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.

### 3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

**Infrastructure is satisfactory and adequate for the courses offered.**

## D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

### Findings

*A short description of the situation in the Institution based on evidence from the Institution's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.*

- *The report may also address other issues which the EEC finds relevant.*

## 1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

**1.1 Mission and strategic planning**

**1.2 Connecting with society**

**1.3 Development processes**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
<b>1. Institution's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning</b>		<b>1 - 5</b>
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	4
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
<b>The academic community (the institute's teaching staff and the management) is involved on a central level</b>		

1.2 Connecting with society		1 – 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>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.</b></p> <p><b>Printed materials, TV and radio and social media are being used for promoting the programs.</b></p> <p><b>Communication with graduates is based on a personal, informal way. An alumni type of organization would be useful.</b></p>		
1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	N/A
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

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.**

### 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.

### 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.*

For the two new programs planned (Industrial Technician and Foreman for building and technical works) it is recommended to consider the experience from Nicosia Branch, that already runs the programs.

There are three new programs under study (Mechanical Installations, Welders and Installation and maintenance of PV systems), which seem to cover highly demanded topics.

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

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

#### 2.1 System and Quality Assurance Strategy

#### 2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria			
2. Quality Assurance			
2.1 System and Quality Assurance Strategy			1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.		5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		5
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:		
	2.1.4.1	The teaching and learning	5
	2.1.4.2	Research	N/A
	2.1.4.3	The connection with society	5
	2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.		5
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.		5

2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The committee believes that the nature of vocational education requires continuous professional development and communication with the industry, rather than research.</p>		
<b>2. Quality assurance</b>		
<b>2.2 Ensuring quality for the programmes of study</b>		<b>1 - 5</b>
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5

2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	5
	2.2.10.2	Library	5
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.10.4	Technological infrastructure	5
	2.2.10.5	Support structures for students with special needs and learning difficulties	5
	2.2.10.6	Academic Support	5
	2.2.10.7	Student Welfare Services	5

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 handled 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.

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.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

### 3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	N/A
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	N/A
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	N/A
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8 The administrative structure is in line with the legislation in force and the Institution's declared mission.

5

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.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

#### 4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

##### Sub-Areas

##### **4.1 Planning the programmes of study**

##### **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	N/A
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>4.2.2. Does not apply</b></p>		

### 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.

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.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

## 5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A
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.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant



## 6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
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 and students' research activities.	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
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the 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.*

Click to add text

### Areas of improvement and recommendations

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

DOES NOT APPLY

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Choose answer

## 7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant  
3: Partially compliant  
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	5
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	3
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>An assessment of risks and sustainability of courses being carried empirically, based on the number of students enrolling.</b></p>		

### 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.

**Please select what is appropriate for the following assessment area:**

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

## E. 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.

## F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Neil Rippington</b>	
<b>Agis Papadopoulos</b>	
<b>Sandro Nizetic</b>	
<b>Menelaos Menelaou</b>	
<b>Michalis Trypiniotis</b>	
<b>Andreas Hadjianastasis</b>	

Date: 06.10.24