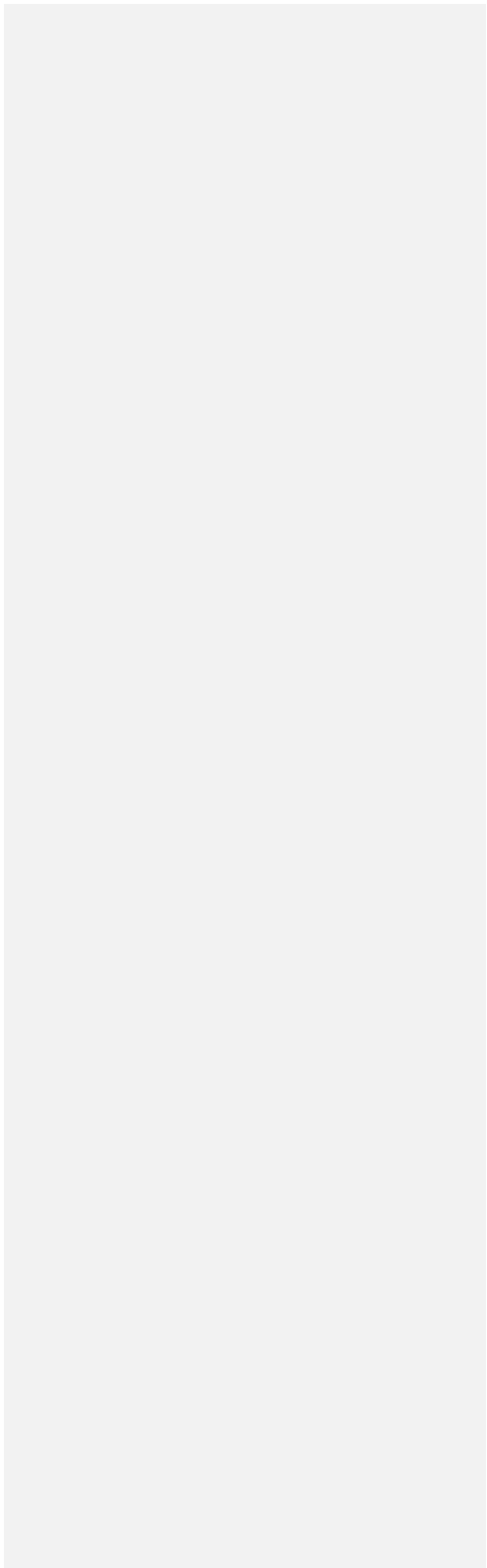
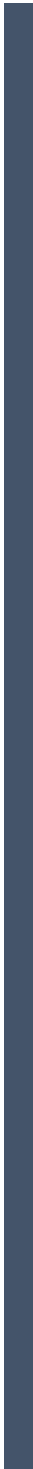


Doc. 300.2.1

Date: 14.11.24

External Evaluation Report (Institutional)

- **Higher Education Institution:** Public School of Higher VET – MIEEK
- **Town:** Paphos
- **Institution Status:** Currently Operating



be here!



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



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.

Written materials were assessed between September 29th and October 1st, 2024. On October 3rd the committee members visited the premises of MIEEK Paphos, in Paphos, 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-Paralimnou-Larnaka and MIEEK Limassol the program coordinators MIEEK Paphos
- b) members of the teaching staff
- c) students from MIEEK Paphos
- d) members of the administration

The meetings included presentations by 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 Culinary Arts, Bar and Restaurant Arts, Refrigeration and A/C installations, Organic Horticultural Crops, Bakery and Pastry and Computer Networks and Communications. The educational and administrative team presented a solid body of coherent information, whilst the students gave very useful insights into the operation of the courses from their perspective.

The committee members consider the level of 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 to 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	Yes/No

General

The institution currently operates in parts of the facilities of the Paphos 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
- In one occasion a fire door with emergency push handle was found to be locked as shown in the photo below.



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.
- A valid certificate for the lift was not submitted however the valid certification could be found inside the lift cabin.
- 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.

In one occasion, a fire door with emergency push handle was found to be locked as shown in the photo. The door has been fixed to meet fire safety regulations

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

Commented [KK1]: Απουσιάζουν μια σειρά από έγγραφα τα οποία θα πρέπει να εξασφαλισθούν. Έχω σημειώσει τις ελλείψεις και θα παρακολουθώ την εξέλιξη

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

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. Although the side parking ramp could potentially accommodate people with disabilities, it fails to meet required regulations. The ramp needs modifications to comply with standards, specifically regarding its width and the installation of properly accessible handrails. 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 was observed that movable equipment was stored in one of the disabled restroom facilities. However, these items are easily removable and should be taken out.

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:

1. Completed and signed Visual inspection forms 102 according to CYQAA's guidelines.
2. Completed and signed Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103 according to CYQAA's guidelines.
3. Completed and signed Inspection Certificate Form 104 according to CYQAA's guidelines.
4. Fire Safety Certificate (valid)
5. Electrical Installation Certificates
6. Gas equipment/storage Certificates (valid)

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

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.

Regarding the ramp, we have already informed the morning school headmaster and immediate action will be taken to comply with the suggestion regarding the width and handrails.

Movable equipment from the disabled restroom has already been removed and restroom facilities restored.

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

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.

Institution's Answer to the Recommendations:

We acknowledge the Committee's recognition of our efforts to provide adequate support to students with disabilities, especially considering the small number of such students. The evaluation by the Special District Committee of Special Education ensures that appropriate accommodations are made. We strive to ensure that every student has access to a safe and accessible learning environment. We will continue to monitor the situation and will make any necessary adjustments to ensure that all facilities remain accessible to all students, including those with disabilities.

We are pleased that the Committee noted the availability of recreational areas, including the cafeteria and sports facilities, which are shared with the Technical School. This access helps create a more holistic student experience.

The Committee has highlighted the strength of our academic support system, especially in light of the close relationships between students and staff due to our small cohort size. The personal interviews conducted after midterm exams serve as a valuable tool for monitoring student progress and offering individualized academic support. We are committed to maintaining this system, which allows for early identification of challenges and personalized corrective measures.

We appreciate the Committee's acknowledgment that MIEEK is a tuition-free institution and that students are eligible for the Student Welfare subsidy. This subsidy remains an essential financial resource for our students, and we continue to inform them about available opportunities.

We are glad that the Committee noted the connection between academic support and counselling services. As mentioned, psychological and social support services are available in collaboration with the Student Welfare Committee.

We acknowledge the importance of the Career Office in assisting students with job placements, CV writing, and interview preparation. We aim to improve our alumni network to better connect current students with graduates who can offer guidance and mentorship. We are pleased that the Committee recognized the strength of our network of business contacts and the high conversion rate of job placements into employment. We will continue to strengthen these partnerships and will explore additional avenues for integrating industry professionals into our academic programmes. Our aim is to further bridge the gap between education and employment, ensuring that students gain practical experience and access to meaningful career opportunities.

The Committee rightly noted that participation in Erasmus+ mobility programmes can be challenging for students who are also balancing work commitments. We are actively seeking to address this challenge by identifying opportunities for mobility programmes during holiday periods to maximize student participation. We are committed to providing students with greater flexibility and to supporting their international learning experiences.

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.		

Institution's Answer to the Recommendations:

The EEC did not have any recommendations.

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:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *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

1. Institution's academic profile and orientation

1.1 Mission and strategic planning		1 - 5
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.

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

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>There are some publicity activities on the programs offered, i.e. addressing the hospitality industry. A formalise cooperation between the tourism industry and MIEEK Paphos would help both in attracting students and in enabling students enrolled, to have more flexibility from their employers.</p> <p>Communication with graduates is based on a personal, informal way. An alumni type of organization would be useful.</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 126 students enrolled in the 6 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 to be held. The equipment in the laboratory is state of the art and fit for purpose.

The building is being shared with the secondary technical school.

Strengths

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

MIEEK is overall a well-structured organization and the Paphos 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 up to the goals, both 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.

The ergonomics of the laboratory areas could be improved, particularly considering indoor climate control and air-conditioning in the culinary and baker laboratories.

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

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

Institution's Answer to the Recommendations:

We are pleased to learn that the Committee recognizes the high quality of our facilities, particularly the state-of-the-art laboratory equipment that supports our practical courses. We are proud of the investments we have made to ensure that the infrastructure meets the needs of our diverse programmes. We will continue to monitor and enhance these resources to ensure they remain relevant to industry standards and the evolving needs of our students.

We are also glad that the Committee recognizes the clarity of roles and responsibilities within our organization, and the strong relationships we maintain with stakeholders. As a key part of MIEEK, the Paphos MIEEK Branch benefits from the institutional support and guidance provided by the central administration.

We are also pleased that our permanent staff's qualifications and numbers are considered appropriate for the delivery of our curriculum. Our teaching staff plays a central role in the success of our students, and their commitment to quality education is essential to our mission. Regarding the development of the «Refrigeration and Air-Conditioning Installations» programme of studies, we fully appreciate your suggestion to consider splitting the curriculum into two specialized directions, one focused on refrigeration for industrial applications and the other on air-conditioning installation for building applications. This is an idea we will certainly explore, as it would allow us to offer students more tailored pathways that reflect the distinct demands and technical skills required for each area. We will consider your proposal for a common first-year, followed by the division into two streams, and examine how we can best implement this approach to further enhance the programme's relevance and applicability to both sectors.

Already 4 of the laboratories have been funded for full refurbishment (IT laboratory, Refrigeration laboratory, and 2 Kitchen laboratories). Application for funding 4 more laboratories will be submitted by January 2025 (2 Restaurant laboratories, Building and Construction laboratory and a second Refrigeration laboratory).

Commented [KK2]: suggestion to consider splitting the curriculum into two specialized directions,

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>		
2. Quality assurance		
2.2 Ensuring quality for the programmes of study		1 - 5
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 dropouts 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

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 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.

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.

Strengths

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

Well established procedures from the experience from the last decade. Effective though not on-site available, it 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

Institution's Answer to the Recommendations:

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.

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.

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		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
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.		
4.2 Organisation of teaching		1 - 5
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. 4.2.2. Does not apply		

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.

In some programs students mentioned that there is insufficient practical application.

In some programs there is a significant dropout of students.

Based on the information provided by teaching staff and students, this may be due to the heavy workload students face in their employment and the lack of flexibility by employers combined with the demanding teaching hours of the programs.

Strengths

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

A very positive feedback was provided, considering the teachers-students communication and support.

Also with respect to the programs' content, this provided what they need to know in their work.

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 is needed (i.e. Organic Horticultural Crops, Refrigeration and A/C)

It should be examined if a more flexible schedule, including also some self-directed, on-line 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.

The list of elective courses could be kept limited to avoid issues such as insufficient student enrollment. In addition, some of these courses could be more general such as a course on social media, which could be offered across all programs simultaneously, allowing students from different disciplines to attend together. This approach would help ensure that the workload and teaching hours for instructors will not increase.

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

Institution's Answer to the Recommendations:

We acknowledge the feedback regarding the demanding nature of our programmes, especially for students who are balancing work commitments. We understand that the combination of a strict attendance policy and a challenging schedule can be a barrier for some students, potentially contributing to higher dropout rates. To address this, we will explore greater flexibility in our attendance policies and consider the integration of distance learning options where feasible.

We also appreciate the suggestion to enhance the linkage between theory and practice in some courses. Our goal is to ensure that students can apply theoretical knowledge in real-world settings, and we are committed to continually refining our programmes to strengthen this connection. We will review the curricula of these programmes to identify opportunities for improving practical application and ensuring that students gain relevant, hands-on experience alongside their theoretical studies.

We are very pleased that the Committee has recognized the excellent laboratory facilities at the Paphos MIEEK Branch and the positive feedback regarding the real-world examples

Commented [KK3]: κατά την αξιολόγηση συζητήθηκε εκτενώς και προβληματίσσε την ΕΕΑ το θέμα των dropout rates που οφείλεται πρωτίστως στη φύση λειτουργίας των ΜΙΕΕΚ

provided by our teaching staff. We agree that providing more specific tools in certain laboratories, as well as increasing the practical components of some courses, would further enhance our students' learning experiences. We will review the equipment and resources available in our labs to identify areas for improvement and investment to better support the practical aspects of our curriculum.

Finally, we are grateful for the positive comments regarding the communication and support provided by our teaching staff. We believe that fostering a supportive, open environment for students is essential to their success, and we will continue to ensure that faculty are well-equipped to assist students with their academic and personal challenges.

Improvements have already been established (10%) in needed programmes.

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 34 teaching staff members are employed in Paphos, most of them permanent and full time.

Given that there 126 students, this results in a ratio of 3.8/1 which is very good.

Out of the 34 staff members, 25 are permanent, hence 74%, 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 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 that consists of permanent teachers and, of teachers on contract coming from the industry.
The students / teacher ratio is good (3.8/1) for the Paphos branch, which is very good for vocational teaching.

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

Institution's Answer to the Recommendations:

We are particularly pleased that the Committee has acknowledged our teaching staff's high level of qualifications, commitment, and engagement with the students. The fact that 75% of our teaching staff is permanent, coupled with a student-to-teacher ratio of 3.7:1, reflects our dedication to providing a supportive and individualized learning environment. This ratio enables our instructors to offer more personalized attention to students, which we believe is a key factor in the success of our vocational programmes.

We also recognize the value of the diversity within our teaching staff, including the mix of permanent staff and teachers on contract from industry. This combination allows us to integrate practical industry knowledge into our programmes, while ensuring academic rigour. We are committed to maintaining this balance and continuously strengthening our connection to the industry to provide relevant, up-to-date education to our students.

We greatly appreciate the Committee's suggestion to improve the dissemination of information regarding continuous professional development (CPD) opportunities for teaching staff. We agree that ongoing development is crucial for maintaining the high standard of instruction and for keeping our educators well-informed about the latest trends and innovations in their respective fields.

All of our staff takes part in seminars and workshops organized by the Ministry of Education, Sport and Youth. Furthermore, all of our teaching staff are encouraged to participate in the Pedagogical Institute seminars and trainings, as promoted on its web page (many opportunities are offered annually by the Pedagogical Institute in which our teachers can enrol and attend).

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

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.

Does not apply

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

Institution's Answer to the Recommendations:

We fully agree with the Committee's assessment that, given the vocational nature of our programmes, the primary focus should be on professional development and communication with industry rather than traditional academic research. At the Paphos MIEEK Branch, we place great emphasis on ensuring that our teaching staff remain closely connected with current

industry practices and trends, as this enables them to deliver relevant and up-to-date education that meets the needs of our students and the labour market.

Vocational education requires a dynamic approach to teaching, one that is closely aligned with industry standards. We acknowledge that staff members must regularly update their skills and knowledge to keep pace with developments in their respective fields. We will continue to encourage our faculty to engage in professional development activities, including industry-specific training and the exchange of best practices through initiatives such as Erasmus+ mobility programmes. We are committed to ensuring that these opportunities are available to all staff and that participation in CPD programmes remains a priority for the ongoing quality of our education.

We also recognize the importance of ongoing communication with the industry. Our staff's ability to integrate real-world experiences into the curriculum is a crucial aspect of vocational education, and we will continue to support and encourage our instructors to participate in industry-related activities. This ensures that they remain informed about emerging technologies, practices, and trends, which in turn enriches the learning experience for our students.

To further enhance our staff's professional development, we will explore additional opportunities for staff members to engage in training programmes, workshops, and industry-specific conferences that can complement the Erasmus+ initiative. We believe that these efforts will not only strengthen our teaching staff but also contribute to the continued success and relevance of our programmes.

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
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. 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.

An assessment of risks and sustainability of courses is being carried empirically, based on the number of students enrolling. A more detailed analysis of the attractiveness of courses will help in the future to (a) decide on their continuation, (b) make changes to their syllabi to make them more appealing and (c) to assess the saturation of markets and their correlation to enrolment.

This applies both to running programs and to the planned new ones.

Particular attention should be given to the Bar and Restaurant Arts, the Culinary Arts and the Bakery and Pastry programs, considering the huge demand in the area by the industry.

Furthermore, it should be considered if the Refrigeration and A/C installation program, which is also in high demand, can be divided into two modules in its second year, namely one focusing on Refrigeration and one on Air-Conditioning. The former would cover the needs of industrial installations, the latter of building systems.

Please select what is appropriate for the following assessment area:

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

Institution's Answer to the Recommendations:

We are pleased to hear that the Committee has recognized the high quality of our laboratory infrastructure. We take pride in our state-of-the-art facilities and strive to maintain them at the highest standards to meet the needs of our diverse programmes.

We acknowledge the Committee's recommendation to conduct a more in-depth market analysis to assess demand and ensure that our resources are aligned with market needs. We agree that it is essential to continuously evaluate both the demand for our programmes and

the availability of resources to ensure that we can respond swiftly and effectively to market conditions.

Given the large number of programmes offered and the planned future expansions, we are committed to conducting a more thorough and realistic market analysis. This will involve close consultation with industry partners, employers, and other relevant stakeholders to ensure that our programmes remain aligned with labour market trends and that we have the necessary resources to meet the evolving demands of the industry. Our goal is to provide students with the skills and knowledge that will prepare them for successful careers, while ensuring that our offerings are both sustainable and responsive to industry needs.

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.

We are aware that during peak periods, such as examination times, some small equipment and consumables may be in short supply. We will work to address this by reviewing our inventory management and procurement processes to ensure that adequate resources are available during high-demand periods. This may include increasing stock levels of consumables and considering additional tools or equipment to meet the needs of both students and instructors during busy times.

An External Evaluation study for MIEEK was conducted in 2024, covering the years 2021 to 2023. This comprehensive evaluation assessed various aspects of the MIEEK programmes, including the attractiveness of courses, the quality of syllabi, and the alignment of graduate numbers with employment demand. Based on the findings of this study, the current programmes are set to continue in the immediate future. Additionally, similar evaluations are planned to be commissioned every five years to ensure ongoing relevance and effectiveness.

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 Paphos covers the region's demand for vocational training since 2012. It started with 2 programs and is currently providing six, whilst two new ones are to be launched.

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.

Most of 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.

An issue to be considered is how dropouts are measured. Most of them occur in the very 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 only after the third week. In this way a more realistic assessment of dropouts will be possible. At the same time, it is recommended that detailed information on the workload is provided to candidates, so that they can better assess what is expected of them.

Attention to be paid to the programs of the hospitality sector, since they are demanding and at the same time students are facing pressure from their employers.

Overall, MIEEK's Paphos Branch makes a very positive impression. Most importantly, MIEEK 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 the Paphos MIEEK Branch. 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 Paphos 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 select courses, especially where it aligns with programme objectives and supports the diverse needs of our student body. We also appreciate the committee's suggestion to introduce elective courses and specializations where feasible. 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 Paphos MIEEK Branch will 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	DIRECTOR	
YIANNIS NIKOLAOU	DISTRICT DIRECTOR	
DR C.CONSTADINOU	DEPUTY DISTRICT DIRECTOR	
PANTELIS ZACHAROPLASTIS	QUALITY ASSURANCE OFFICER	
N. MYRIANTHIS	COORDINATOR – NETW	
llname	sition	

Date: 14/11/2024