

Doc. 300.1.2

Date: 03/10/2022

## Higher Education Institution's Response

- **Higher Education Institution:**  
Public School of Higher Vocational Education and Training - MIEEK
- **Town:** Limassol
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**  
**In Greek:**  
Ψυκτικές και Κλιματιστικές Εγκαταστάσεις  
**In English:**  
Refrigeration and Air Conditioning Installations
- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**  
**In Greek:** Concentrations  
**In English:** Concentrations



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



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

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p><b>1.1 Policy for quality assurance.</b></p> <p>Quality Assurance is derived from the relevant Quality Assurance Policy of the Public School of Higher VET - MIEEK and is specified in the Quality Assurance Manual, which covers all the curricula of the MIEEK and is available on the Institution's website. The Quality Assurance Manual describes all the actions carried out by the Management of the MIEEK, in accordance with the requirements of the Quality Assurance and Accreditation Agency for Higher Education (CYQAA) and the requirements of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).</p> <p>The necessary Quality Assurance mechanisms have been fully adopted by MIEEK. For this purpose, a competent Central Internal Quality Committee of the MIEEK has been established, which operates in full cooperation with the Central Management of the MIEEK with the aim of ensuring a high level of quality of the delivered study programmes. Additionally, the Local Internal Quality Committee deals with quality assurance issues at the local level and is composed of the following members:</p> <ul style="list-style-type: none"> <li>• The Quality Assurance Officer</li> <li>• The District Director</li> <li>• The Deputy District Director</li> <li>• The Academic Coordinators of the Study Programmes</li> <li>• A representative of the students</li> </ul> <p>The role of Quality Assurance Supervisor of each specific Programme of Studies is assumed by the Academic Coordinator of the Programme. The Internal Quality Committee plays a particularly important role, consistent with the requirements of the institutional framework for the evaluation of Higher Education. The role of the Internal Quality Committee is to coordinate and support all internal and external evaluation processes of the Programmes of Studies, based on the standards set by the Quality Assurance and Accreditation Body for Higher Education of Cyprus (CYQAA).</p> <p>In this context, all the Quality Assurance</p>	<p>The committee points out that the program's quality policy, which stands as an independent manual, is harmonized, and works within the general regulatory framework of MIEEK.</p> <p>All Quality Assurance procedures required by the authorities of the European Higher Education standards are followed, with regards to the continuous improvement and upgrading of higher education institutions and their study programs, with the aim of their compliance with the European Criteria and Quality Indicators (ESG) along with the European Policy on the mobility and mutual recognition of student qualifications.</p> <p>In addition, the participation of teachers and students in the quality system is institutionalized and organized. Both teachers and students during each semester, complete the respective quality questionnaires whose resulting information is used by the management of MIEEK for the planning, organization, development and updating of the educational process and the courses themselves.</p>	<p>Choose an item.</p>

<p>procedures provided by the principles of the European Higher Education Area (ESG) are followed in order to continuously improve and upgrade the curricula of MIEEK, with a view to their compliance with the European Criteria and Quality Indicators, as well as with the European Policy on Student Mobility and Mutual Recognition of Qualifications.</p> <p>The role of students in the Quality Assurance System consists in the following:</p> <ul style="list-style-type: none"> <li>• participation in the Internal Quality Committee and the Disciplinary Committee</li> <li>• participation in the Study Programmes Committees</li> <li>• participation in the evaluation of the educational process</li> <li>• participation in the meetings and interviews with the Expert Committees during external evaluations.</li> </ul>		
<p><b>1.2 Design, approval, on-going monitoring, and review</b></p> <p>The curriculum under evaluation has been designed and developed following a feasibility study carried out by the Federation of Employers &amp; Industrialists (OEB) as reported during the external evaluation meetings.</p> <p>The procedures outlined in the Quality Assurance Manual are followed for approval of the Curriculum. These procedures involve the relevant Committees of the MIEEK at Central and Local level, and at the final stage the accreditation through the Quality Assurance and Accreditation Agency for Higher Education (CYQAA).</p> <p>The proposed Programme of Studies is identified according to the European Qualifications Framework (EQF) at level five (5) of Higher Vocational Education and Training (HiVET) and certainly meets the qualification requirements for its graduates. In particular, the Curriculum has been developed by adopting the principles of credit allocation in all its educational components in the application of the European Credit Transfer and Accumulation System (ECTS).</p> <p>The purpose and objectives of the curriculum are expressed in terms of expected learning outcomes and are consistent with the mission and strategy of the MIEEK.</p> <p>The curriculum is structured in a coherent manner, which results in the subject matter and concepts that serve as prerequisites, precede the teaching of</p>	<p>The committee reports how the program has been designed with labour market needs in mind to improve graduates' employment prospects. At the same time, both for the approval and for the revision of the program, the prescribed procedures are followed, and all the competent bodies are involved.</p> <p>The committee points out the identification of the program according to the European Qualifications Framework (EQF) at level 5 of higher vocational education and training (HiVET) while at the same time confirming compliance with the principles of granting credits to the individual subjects in accordance with the European Transfer and Accumulation System of Credit Units (ECTS).</p> <p>The committee finds the distribution and sequence of the courses reasonable and coherent, while at the same time it identifies the imprint of the mission and the strategy of MIEEK on the expected learning outcomes that were set. Of course, the committee points out the need for the ongoing development of course content to follow technological developments, always in consultation with industry bodies.</p> <p><b>The committee made several comments regarding the syllabus of the offered</b></p>	<p>Choose an item.</p>

<p>other more complex and cognitively demanding concepts. Courses' content might be updated, when necessary, by introducing modules to reflect the latest achievements/developments in technology. In this process are involved the teaching staff, students, and industry stakeholders. There are specified comments regarding the syllabus of the offered modules of the course. It is warmly proposed to change the title of the study programme to "Refrigeration and Air Conditioning Installations" instead of "Cooling and Air Handling Installations".</p>	<p><b>modules of the course which have all been embedded on the new Courses syllabi (annex 1 and 2)</b> <b>Finally, the committee's proposal regarding the title of the study program and its change to "Refrigeration and Air Conditioning Installations" instead of "Cooling and Air Handling Installations" is warmly accepted.</b></p>	
<p><b>1.3 Public information</b> The Programme of Study, as well as the required information regarding the procedure pertaining to the students' admission application, are posted on the website of the MIEEK. Along with the announcement on the MIEEK website, a broad information campaign is being launched through television and social media to attract the interest of future students. The selection of the students admitted is fully transparent and based on a point system, whose criteria are also being announced on the MIEEK website. With respect to the study programme all relevant information is publicly posted on the MIEEK website and includes:</p> <ul style="list-style-type: none"> <li>• Structure of the programme</li> <li>• Learning opportunities and graduate employment</li> <li>• Detailed courses outline (Title, ECTS, Objectives, Learning Outcomes, Content, Teaching Methodology, Bibliography, Assessment)</li> </ul>	<p>The committee notes in its report the absolute transparency that distinguishes the selection of students since it is based on a scoring system with known criteria. The committee records the in-depth online information offered through the MIEEK website and which contains information both on the structure of the program and on the expected learning outcomes as well as the detailed outlines of the courses. It is also noted that the information regarding the admission of students and the scoring criteria are also posted on the website.</p>	<p>Choose an item.</p>
<p><b>1.4 Information management</b> Concerning the quantitative measurement of the educational outcome of the Study Programme under evaluation, as well as the achievement of programme objectives, the following indicators are considered:</p> <ul style="list-style-type: none"> <li>• Exam pass rates</li> <li>• Average study duration</li> <li>• Rate of graduates getting a job</li> <li>• Rate of students and graduates satisfied</li> <li>• Rate of employers satisfied with the performance of internship students</li> </ul> <p>The data collected are primarily evaluated by the Internal Quality Committee aiming at making improvement interventions.</p>	<p>The committee indicates in its report the measurable criteria used to assess the achievement of the program's objectives. The criteria considered, concern both internal parameters of the school such as success in exams, the dropout rate, the length of time to complete the studies as well as external parameters such as the rate of finding a relevant job, the degree of satisfaction of graduates and of course the degree of satisfaction of employers. The information collected is processed in compliance with all personal data protection regulations and is used by the internal quality committee to make</p>	<p>Choose an item.</p>

<p>All information in the context of the evaluation of the Study Programme is handled in accordance with the rules set out in the Personal Data Protection Regulation (GDPR).</p> <p>In the external evaluation meeting was also presented the newly developed information platform, which aims at supporting students in their professional career. This will furthermore reveal the acceptance of the MIEEK in the labour market. The EEC proposed the upgrade of the information platform in order to embrace graduates as well. The tracking of the professional path of the graduates will further consolidate the role of MIEEK in the vocational education area.</p>	<p>targeted interventions if necessary.</p> <p>In addition, the committee notes the newly developed ΔΕΕΤΕ platform whose purpose is to support the students and graduates in their future career, and which will further enhance MIEEKs role in the vocational education area.</p>	
<p><b>Strengths</b></p> <p>1) The Study Programme under evaluation covers fully the labour market needs for the asked specialisation.</p> <p>2) Students are actively involved in the quality assurance processes. Through structured questionnaires, the educational process is assessed regarding the following topics:</p> <ul style="list-style-type: none"> <li>• course implementation</li> <li>• teaching competence of the teaching staff</li> <li>• technical means and infrastructure in the context of the training and practical exercise provided</li> </ul> <p>The questionnaires are completed anonymously by the students, for each course separately, by means of an online application. The results of the students' evaluation are considered by the Internal Evaluation Committee in undertaking interventions to improve the education provided.</p> <p>3) The teaching staff as well as external stakeholders contribute to the design of the programme</p> <p>4) The digital platform where students and employers are registered contributes to the effective transition of students into the labour market.</p>	<p>The committee has identified first and foremost the fact that the program of study is fully compatible with the labour market demands. In addition, the committee commented on some key positive points such as the active participation of students in quality assurance procedures of the educational process. This is done through the completion of a structured questionnaire by the students to identify any issues concerning either the curriculum or the quality of the education provided or the teaching competence of the teachers or the adequacy of the logistical means and infrastructure. A positive element of the program is the teachers' contribution to shaping the content of the course since it allows the transfer of specialized knowledge depending on the industrial training of each teacher. Another positive aspect of the program is its connection with external bodies (OEB, KEBE, ΣΕΜΗΕΚ) of the industry and who have an active role in shaping the content of the courses.</p>	<p>Choose an item.</p>



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

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<p><b>2.1 Process of teaching and learning and student-centred teaching methodology</b></p> <p>The EEC, taking into account the internal evaluation report of the Study Programme, as well as the information disseminated by the teaching staff and students during the onsite visit, ascertains that there is sufficient organisation and implementation of the study programme.</p> <p>At the beginning of each semester, each lecturer provides students with all necessary information regarding the course to be taught, outlining the course objectives, and learning outcomes, the proposed bibliography, the assessment methodology, the schedule of midterm/final examination, etc.</p> <p>All the required teaching support infrastructure is in place. Each student is offered access to a web-based platform (Moodle), where, using their own account can find the adequate supporting material for each course. Additionally, the Office365 tool is available to support students in working out their assignments. The use of Turnitin plagiarism software both from teaching staff and students contributes also to a more effective implementation of the Study Program. Most of digital technologies supporting the face to face and remotely teaching have been adopted. The classrooms are equipped with devices that facilitate teaching.</p> <p>In the workshops, the necessary equipment for students' training has been installed. It covers the needs of the courses and is compliant with the state-of the art of related technologies.</p> <p>The Academic Coordinator, in cooperation with the teaching staff to build up links with the industry, invites guest instructors to enhance the outcome of the study programme.</p> <p>A further noticeable finding is that the teaching staff involved in the study programme have a good professional background and adequate industrial experience.</p>	<p>The committee, through a thorough study of the texts concerning the organization of the teaching work of the branch and through meetings with the management of the teachers and students of the branch, has concluded that there is sufficient organization of the study program, that full information is provided about the program, the content of the courses, the teachers, etc.</p> <p>The committee has verified the full access that the students gain through the Moodle platform both to both the detailed outline and the material of each course as well as the possibility of submitting assignments electronically. Of course, the relevant information for each course is updated every semester and if there is need for changes, the respective teacher has the obligation to implement them.</p> <p>The committee recognizes the wide spectrum covered by the course material so that it meets the needs of both technical education graduates and high school graduates.</p> <p>At the same time, the committee has identified the possibilities provided for online teaching through Office365 and Moodle tools as well as the advantages gained through the use of Turnitin in software.</p> <p>Regarding the laboratory infrastructure, it is important that there is an abundance of refrigeration and air conditioning devices of various kinds so that the students get sufficient practical experience. It is important that equipment and provisions are updated according to technological developments. An important parameter for the Committee is the interconnection of the</p>	<p>Choose an item.</p>



	laboratory courses with the labour market and the working environment both through visits to suitable construction sites and factories and by inviting professionals from the industry.	
<p><b>2.2 Practical training</b></p> <p>The internship is carried out in two phases, namely at the end of the 1st and 2nd year and lasts 6 weeks. Therefore, the appropriate credits (ECTS) are allocated.</p> <p>The possibility of carrying out an internship abroad within the framework of the European ERASMUS+ programme also exists.</p> <p>The internship is fully documented by means of the internship booklet.</p> <p>The students get at the start of their studies the internship booklet, which outlines the framework of practical training (e.g. student obligations, internship supervision).</p> <p>During the implementation of the internship, the supervising teaching staff, in cooperation with the internship supervisor from the company, evaluates the performance of the student, by means of on-site visits and interviews.</p> <p>At the end of the internship, the student submits the internship booklet describing in detail the activities in which he/she was engaged and the supervisor completes his/her evaluation comments.</p>	<p>The student's internship is implemented in two six-week phases. Students are asked to work in areas related to the subject and to record their activities in detail. The student's performance is assessed both by the teaching supervisor and by the relevant company practice manager.</p> <p>In accordance with the previous committee's suggestion to promote the exchange of students through European ERASMUS+ Programs in order to give students the opportunity to complete their practical training in various European countries, the program has already sent student abroad.</p>	Choose an item.
<p><b>2.3 Student assessment</b></p> <p>The student assessment procedure is adequately described in each course syllabus, and follows the guidelines set out in the studies regulations.</p> <p>It is reasonably adapted to the requirements of each course individually, in terms of the course mode, i.e., whether it is a practical, theoretical or hybrid one.</p> <p>The programme of study leads to a 5-level degree according to the European Qualification Framework.</p> <p>All examination procedures, re-examinations, specific grading criteria, assessment mode examination, grade review process and distinctions are described in the Studies Regulations and are known to students from the start of their studies.</p>	<p>The communication to the students of all the examination, review, grading criteria and evaluation methods from the beginning of the courses is well documented and recorded. Of course, the evaluation is adapted to the needs of each course (theoretical or practical courses). Upon successful completion of the obligations of both years of study, the students receive, along with a 5-level degree Diploma, a Detailed Grade Statement with the courses of both years of study, on which the ECTS (European Credit Transfer and Accumulation System) of each course are stated</p>	Choose an item.
<p><b>Strengths</b></p> <p>Very well documented studies regulations.</p> <p>Particularly positive (good practice) is the small number of students enrolled in the programme.</p>	<p>The committee notes the small number of students per department as a positive part of the program, which ensures effective communication and high-level</p>	Choose an item.

<p>In this way, an extremely reasonable student/faculty ratio is achieved, ensuring direct and effective communication.</p> <p>Students can interact with the teaching staff in favour of the learning outcome both on the theoretical courses and in the practical training, where they receive direct guidance.</p> <p>At the same time, mentoring procedures are also in place.</p> <p>The facilities are adequate for the program requirements. The classrooms and the workshops are suitably equipped in order to provide feasible teaching, learning and training interaction.</p> <p>The educational process may be carried out both face to face and online.</p> <p>The successful implementation of the ERASMUS+ programme regarding student mobility and work placements.</p> <p>The existing framework of student support and welfare services in combination with the experience gained over the past years is an additional strength of this curriculum as well.</p>	<p>laboratory training. At the same time, the adequacy of equipment is recorded as well as the appropriateness of auxiliary classrooms (computers, drawing rooms). Positive reference is also made to the clear and well documented study regulations of MIEEK in general.</p> <p>At the same time, the high-level electronic support of the curriculum as well as the possibility of providing synchronous and asynchronous education, is another positive element of the program.</p> <p>The committee considers the link of the faculty with the ERASMUS+ program for student mobility and internships as a successful step forward.</p> <p>Finally, the mechanisms that are set in place regarding student support and welfare are well established and based upon experience gained over the last 9 years the program has been running</p>	
<p><b>Areas of improvement and recommendations</b> None.</p>	<p>None</p>	<p>Choose an item.</p>

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p><b>3.1 Teaching staff recruitment and development</b>            The teaching staff recruitment process, as well as the qualifications required from the teaching staff are thoroughly depicted in the Studies Regulations of the MIEEK.            There is an effort to attract visiting professors of recognised competence.            MIEEK encourages actions for the improvement of the teachers' qualification and skills, through the organisation of training programmes, workshops etc.</p>	<p>The committee comments on the well documented regulations regarding the employment of teachers according to their perspective qualifications. The schools' efforts to attract visiting professionals from the industry in combination with the seminars and Erasmus mobilities organized in order to enhance their qualifications and skills was also noted by the committee.</p>	<p>Choose an item.</p>
<p><b>3.2 Teaching staff number and status</b>            In the frame of the study programme under evaluation, a list of the involved teaching staff with their CV's has been provided to EEC. There are ten (10) appointments to teaching staff. Six (6) of them are full time staff and four (4) part-time. In to the above, the Study Programme Coordinator is going to teach 6 hours/week.            The EEC considers the number of the teaching staff is adequate to support the study programme under evaluation.            All staff (full time and part-time) are qualified above the level of the program where they teach.            The committee met with some members of the teaching staff and was completely satisfied with their qualifications.            All instructors, particularly those with a broad professional experience, have a significant background in vocational education.</p>	<p>The number of teaching staff as well as the amount of teaching hours per teacher is consider adequate for the proper operation of the program.            In accordance with the relevant legislation, all teachers have qualifications higher than the diploma offered by MIEEK.            After meeting with the instructors, the committee, comments on their significant background in vocational education as well as their broad professional background.</p>	<p>Choose an item.</p>
<p><b>3.3 Synergies of teaching and research</b>            Research activity does not apply at this stage due to the vocational nature of the study programme. However, EEC encourages the members of the Teaching Staff to participate in research projects.</p>	<p>As pointed out by the EEC, the vocational nature of the study programme does not support synergies at this stage.            Individually, some of the teaching staff participate in research projects.            The goal for the next stage is to build interdisciplinary projects within MIEEK's different programs of study.</p>	<p>Choose an item.</p>
<p><b>Strengths</b>            In accordance with the studies regulations, the</p>	<p>As the committee has aptly identified, most of the teachers come from the</p>	<p>Choose an item.</p>

<p>policy of the Public School of MIEEK is to employ teaching staff who come from the industry sector, the staff to be consistent with the nature of the Study Programmes and to contribute to their quality and flexibility. The staff curricula show that this objective has been achieved to a very satisfactory degree.</p> <p>There is also provision for further education and training of teachers, through the Training Programmes.</p> <p>In addition, the Academic Coordinators of the Programmes have the responsibility to prepare and organise training seminars, according to the needs of each Programme of Studies.</p> <p>Through the Erasmus+ Programmes, a number of teachers are trained on specific subjects relevant to the Study Programme. The EEC recommends this practice to be followed in the future.</p>	<p>industry sector with many years of recent experience. This is ensured to a large extent through the grading criteria of the teachers.</p> <p>Regarding the issue of teacher training, a series of training seminars have already been organized with topics of interest to MIEEK staff such as:</p> <ul style="list-style-type: none"> <li>-Characteristics of adult learners and learning theories of adult education</li> <li>-Effective teaching</li> <li>-Teaching adults in workshops</li> <li>-Evaluation and quality assurance in adult education</li> <li>- New technologies in adult education</li> </ul> <p>The usefulness of the educational seminars both locally and throughout Erasmus + Programs has been verified and thus it is a given that they will continue to be offered in the future</p>	
<p><b>Areas of improvement and recommendations</b> None.</p>	<p>None.</p>	<p>Choose an item.</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p><b>4.1 Student admission, processes and criteria</b> The maximum number allowed to be admitted in the study programme amounts 20 students. This number has been determined in accordance with the policy described in the Quality Assurance Manual and the Chapter of the competent Agency and takes into account the needs of the industry. The application and admission procedures are described in the Regulation of Studies There is a special form with the Grading System for the selection of students in the Public School of Higher Vocational Education and Training MIEEK for the Academic Year 2020-2021. Also, in the Regulations of Studies there is a detailed description of the Procedure and Criteria for Admission of Students. The Diploma of Studies is accompanied by an additional document (Diploma Supplement) in accordance with the European and International Regulations.</p>	<p>The committee finds the maximum number of 20 students to be in accordance with the relevant needs of the industry and at the same time keep the quality standards as described in the relevant manual. The well documented and explained grading process for the admission of new students to the faculty is also noted. This system ensures both a fairer distribution of places and the absorption by the program of the best applicants.</p>	<p>Choose an item.</p>
<p><b>4.2 Student progression</b> The students evaluate the teaching and there is feedback to the relevant instructor. This is described in the Quality Assurance Handbook of the MIEEK, in the Role of Students in Quality Assurance, where at the third level the role of students is to actively participate in data collection, particularly regarding methodological tools, with questionnaires for lecturer and programme evaluation by students and graduates. The relevant questionnaires were not provided, and the results are not available, since this is a new curriculum.</p>	<p>The procedures for the involvement of the students and graduates in all the necessary data collecting processes for the evaluation of the courses, the lectures, the methodological tools used is clearly described in the Quality assurance handbook and are ready to be implemented immediately.</p>	<p>Choose an item.</p>
<p><b>4.3 Student recognition</b> The programme is offered by a public recognized institution under the hospices of the Ministry of Education. The diploma at the end is of Level 5B according to European Qualification Framework which allows students to progress to HNDs, i.e., Level 5 in UK HEIs.</p>	<p>MIEEK school as mentioned by the committee, runs under the hospices of the Ministry of Education. The Refrigeration and Air conditioning installation programme of study offers a Level 5B diploma according to EQF.</p>	<p>Choose an item.</p>
<p><b>4.4 Student certification</b> Upon completion of the 2 years study, students receive their Diploma, a Transcript that includes</p>	<p>The students upon graduation receive all the necessary paperwork (diploma, transcript, diploma supplement).</p>	<p>Choose an item.</p>



the grades of all modules that the student attended, as well as the Diploma Supplement.		
<b>Strengths</b> The admission criteria and requirements are clear and the support mechanisms for the students that cannot reach the criteria are also clear.	The fact that the school runs under the hospices of the Ministry of Education and provides free education, allows for numerous supports mechanism for student who cannot reach admission criteria.	Choose an item.
<b>Areas of improvement and recommendations</b> None	None	Choose an item.

## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p><b>5.1 Teaching and Learning resources</b></p> <p>The means provided for the implementation of the curriculum are fully adequate and appropriate taking into account the nature and objectives of the programme.</p> <p>The space and layout of the classrooms and workshops are totally satisfactory, particularly in view of the small number of trainees.</p> <p>Certainly, the available resources support a student-centred learning and sufficient practical training.</p> <p>The experience gained on distance learning is an additional element for the smooth running of the programme.</p>	<p>The committee has established the adequacy of both the teaching spaces and laboratories as well as the necessary means required for the proper execution of the program. Combined with the small number of students per department and year, they enable a student-centred and relatively personalized learning model.</p> <p>As has been reported by the committee, during the restrictions to deal with the pandemic, distance learning methods were successfully applied. The experience gained both for the staff and for the department's administration is an added value to the programme.</p>	Choose an item.
<p><b>5.2 Physical resources</b></p> <p>The facilities and the equipment at all sites are sufficient to ensure consistence in learning and training.</p> <p>Supplying and updating of equipment and consumables is guaranteed due to the National and European funding until 2027.</p>	<p>The introduction of the programme of study to the new AITE building with all the new and custom designed equipment and facilities combined with the funding of the program until at least 2027 ensures that all physical resources are state of the art and will continue to upgrade in the future.</p>	Choose an item.
<p><b>5.3 Human support resources</b></p> <p>Sufficient human resources have been provided for the operation of the study programme, for the administration, due to the well-established structure of the MIEEK.</p>	<p>The 9 years of experience that the program has, from running in other cities, ensures that all necessary provisions regarding human resources are well established.</p>	Choose an item.
<p><b>Strengths</b></p> <p>The facilities and equipment are fair up to date and innovative.</p> <p>The Institutions is well resourced financially, and supports the welfare of the students.</p> <p>The future plans of MIEEK are also ambitious and in line with current governments' projections in relation to number of students to enrol in the near future and targets</p>	<p>The fact that the school is co funded by national and international resources enables it to provide not only for the necessary equipment and facilities but also for the welfare of the students. In addition, the closes cooperation between MIEEK, ANAD and OEB ensures that the targets set by the school are in close relation to the market demands and projections.</p>	Choose an item.
<p><b>Areas of improvement and recommendations</b></p> <p>None</p>	None	Choose an item.





## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.



## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

## B. Conclusions and final remarks


Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p><b>Conclusions and final remarks</b></p> <p>The committee, having spent two days in the Institute at the MIEEK branch in Limassol and upon the discussions in the frame of the meetings with the Institute staff as well as on the on-site inspection of the facilities, has reached the following main conclusions:</p> <p>The study programme is clear and up-to-date and suitable vocational education and training is provided.</p> <p>Industry stakeholders also provided support to the programme and made proposals to the design of the modules.</p> <p>The Institute has good links with the industry and the students are well employed after graduation.</p> <p>The teaching staff (full time and part-time) are at high standards.</p> <p>The facilities and equipment are fair, up to date and innovative.</p> <p>Student assessment is designed in a way to reflect on the purpose of curriculum and the learning outcomes.</p> <p>In general, the view of the EEC, is that the Study Programme has a lot to offer to the local community and industry and generally the Cypriot student cohort.</p> <p>Specified comments regarding the syllabus of the offered modules are directly noticed on the application file under evaluation with the title "REFRIG Course Syllabus Comments" attached to this report.</p> <p>It is warmly suggested to change the title of the curriculum to "Refrigeration and Air Conditioning Installations" instead of the title "Cooling and Air Handling Installations"</p>	<p>The committee after inspection the site of the new school and its workshops and facilities and after having thorough discussions with members of the MIEEK board as well as students, teaching staff and administration staff of the programme of study confirms that all of the parameters necessary for the successful operation are in place.</p> <p>The programme is updated and provides vocational education and training according to the real market demands through the involvement of industry's stakeholders in the design of the programme's modules.</p> <p>In addition, the level of facilities and equipment, since it is all new and custom designed, is found to be more than adequate. The teaching staff was interviewed and the high standards regarding both their professional and their vocational training experience were noted by the committee. The concluding remark regarding the program is that it is well founded and has a lot to offer to Cyprus in terms of offering a vocational path to students as well as providing high level technicians to the industry.</p> <p><b>The specified comments regarding the syllabus of the offered modules have all been embedded in the new course's syllabi. Both the Greek and the English version of the syllabi have been corrected and are attached (Annex 1 and Annex 2) with this response.</b></p> <p><b>Finally, the suggestion to change the title of the curriculum to Refrigeration and Air Conditioning installations is warmly accepted since it more clearly reflects the actual content of the programme. The change is already applied in this response's title.</b></p>	<p>Choose an item.</p>



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**C.**

#### D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Elias Margadjis	Chairman of MIEEK Council	
Pantelis Zacharoplastis	Quality Assurance Officer	
A.Eleftheriou	MIEEK Programme Coordinator Cooling & Air Handling Installations	

**Date:** 03/10/2022

