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Date: 14.02.2025

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Post-secondary institute of vocational education and training-
MIEEK Nicosia

- **Town:** Nicosia

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

- **Department/ Sector:** Nicosia Branch

- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μηχανική Αυτοκινήτου

In English:

Automotive Engineering

- **Language(s) of instruction:** Greek

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

In Greek: Δ/Ε

In English: N/A



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

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation took place on February 12, 14, 15, 2025. The committee members visited the facilities of MIEEK Nicosia and conducted a series of meetings with:

- a) The Coordinator, the QA officer, and the IT officer of MIEEK, along with the Manager of MIEEK Nicosia, the Assistant Manager of MIEEK Nicosia, and the programme coordinator for Automotive Engineering. Additionally, managers and assistant managers from MIEEK Paphos, MIEEK Limassol, and MIEEK Larnaca participated.
- b) A representative of the stakeholders.
- c) Members of the teaching staff.
- d) Students from MIEEK Nicosia enrolled in the ongoing Automotive Programme.
- e) Members of the administrative team.

The meetings included presentations and discussions with the institution's management and programme coordinators, followed by interactions with teaching staff and students. The visit also entailed an inspection of the premises, including classrooms and laboratories.

The visit concluded with a final meeting involving all staff members, including support services. The MIEEK team demonstrated excellent preparation, presenting detailed information about the institution and the Automotive Engineering programme. The educational team provided great insights, while the students shared valuable experience regarding the programme's operation and practical application.

The committee members found the documentation and materials provided to be of high quality and sufficient for a thorough evaluation of the programme. This information enabled the committee to form well-supported opinions and present their collective findings in this report.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Pavlos Aleiferis	Professor	Imperial, UK
Giorgos Panaras	Associate Professor	University of Western Macedonia, Greece
Shahab Heshmati Alamdari	Associate Professor	Aalborg University, Denmark
Andreas Christodoulou	Student	Cyprus University of Technology, Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme under review by MIEEK at the Nicosia Branch has been running for a number of years. Therefore, the structure and level of the course has been optimised and the running aspects of this were examined during the evaluation meeting. The programme incorporates both valuable theory and practical components in the lab. Course objectives and learning outcomes are based on ECTS referencing.

Members of academic staff possess qualifications that combine educational and industrial experience, with a strong level of expertise. Additionally, the infrastructure is generally well-suited to support the programme in accordance with its scope and educational level.

Given the rapid advancements in the automotive sector, technical personnel must continuously update their skills and this programme is designed to meet labour market demands by equipping students with scientific, technical, and professional competencies.

The curriculum covers both traditional and new topics in automotive engineering, including internal combustion engines, electrical and electronic systems, vehicle dynamics, as well as hybridised powertrains and electric vehicles. A formal review process of the courses is in place, incorporating input from academic staff, including student evaluations and stakeholder feedback. The MIEEK Quality Assurance (QA) officer, in collaboration with the academic coordinator and local programme coordinator, oversees the monitoring and continuous assessment of the programme.

Student participation across all MIEEK branches is integral to the evaluation process. Students are required to complete anonymous in-class questionnaires, allowing them to provide constructive feedback to their instructors and study courses. The collected data contribute to enhancing the quality of the MIEEK's educational programmes, while simultaneously improving the student learning experience.

Comprehensive information regarding programme regulations, student development, admissions, enrolment, curriculum structure, examinations, and evaluations is readily available on MIEEK's official website.

Strengths

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

The programme seems to be addressing an area of high demand in the labour market of Cyprus, and it is designed to improve employability perspectives and salaries for its graduates.

The existing laboratory in Nicosia is well-equipped to support the programme's needs and there are plans in place to enhance its capabilities by adopting incoming technologies as per future developments of the automotive sector towards sustainability.

The courses offered by MIEEK on this programme appear to be running smoothly, considering quality assurance, information management, design, approval, execution, monitoring, and review of the courses.

The members of academic staff were found to be passionate about their roles and the successful delivery of the programme, including impact on the industrial sector and society as a whole. In support of this statement, students also expressed high levels of satisfaction with the educational team and programme objectives and delivery. The programme's content and syllabus, as well as regulatory framework, are publicly available.

Areas of improvement and recommendations

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

- The programme is considered of excellent theoretical and practical content. This requires presence in the school for five afternoons per week. In term, this poses demands on the students whose majority work as professionals in the morning, and affects their work-educational-life balance. A different approach could be considered, where one day per week was free of the need for physical presence in the school, and be replaced by alternative means of training and assessment, for example enabling project work in own-time and/or utilizing asynchronous/blended educational approaches. The exact implementation of this would be left at the discretion of the academic board to ensure that the learning outcomes are still met.

- Considering that the laboratory premises are shared between MIEEK students and Secondary Educational and Vocational Schools, graduates expressed their concerns regarding continuous availability of equipment for undisrupted day to day training due to conflicts between morning and afternoon classes. However, it seems that recent actions have accounted for this deficiency by implementing better management of the facilities and provision for additional equipment.

-Although, there is an organizational structure for interaction between MIEEK and the Pancyprrian Association of Automotive Technicians, it could be beneficial to develop locally an industrial advisory committee with external stakeholders and academic members of the programme. Organisation of annual minuted meetings is recommended to track the programme's development and assess its impact on the local economy and society.

-Although, the organisation, management and delivery of the programme, as well as MIEEK's general remit and contribution to education and society, appear all to be of excellent status, society appeared not to be well informed. It would be good if activities were developed to improve this, including social media that are popular with the current generation. In term, this could also enhance the image of the programme to be more appealing to a wider audience and enhance gender balance and diversity.

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

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

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals
- A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.

2.3 Student assessment

Standards

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
- Assessment is appropriate, transparent, objective and supports the development of the learner.
- The criteria for the method of assessment, as well as criteria for marking, are published in advance.
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.
- Assessment, where possible, is carried out by more than one examiner.
- A formal procedure for student appeals is in place.
- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The regulations for assessment take into account mitigating circumstances.
 - The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.
 - A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme offers a well-structured curriculum with strong support from qualified teaching and administrative staff. Graduates will gain a comprehensive understanding of the Automotive Engineering sector and the role of an Automotive Technician. The study objectives and expected outcomes align with the ECTS system, ensuring effective knowledge evaluation. The programme's design and staff expertise fully support its educational aims.

Students value the dedication of the staff and the flexibility of afternoon classes, which allow them to balance studies with employment. However, attending five days a week poses challenges, particularly for those commuting from work. Exploring alternative educational methods, for example asynchronous/blended learning approaches could help mitigate this issue.

A key strength of the programme is its integration of hands-on training with theoretical learning across all subjects of automotive engineering. Practical components are well-documented in the syllabus, ensuring a thorough educational experience.

Assessment methods are transparent and consistently applied. Clear evaluation criteria keep students informed.

Strengths

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

Laboratories are modern and well-equipped, featuring dedicated equipment specifically designed for vocational education rather than generic workshop kits. Students engage in laboratory exercises that enhance their understanding of component operation and participate in hands-on maintenance tasks with real engines and industry-standard equipment.

Training programs are continuously updated to reflect current market demands and industry trends. Equipment, tools, and teaching methods are selected to mirror real-world conditions, preparing students for a seamless transition into the workforce.

The curriculum strikes a balance between theoretical knowledge and practical application. Students learn core principles in the classroom and then apply them directly in workshops and laboratories, ensuring deeper understanding and skill mastery.

Teachers offer closer, more individualized guidance, assisting students with both theoretical challenges and practical exercises. Small group activities and accessible instructors create a supportive learning environment that fosters student success.

The institution participates in Erasmus+ and similar international programs, providing students with internship opportunities. These experiences not only expand students' professional networks but also enhance their intercultural personal and technical communication skills.

Areas of improvement and recommendations

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

Some students find the entry-level mathematics and theoretical concepts challenging, particularly those who have been out of school for several years. Introducing short, preparatory sessions could help bridge this gap and improve their readiness for the programme.

Attending classes five days a week is difficult for some students, especially those commuting from work. Exploring alternative formats, such as asynchronous or blended learning, could offer more flexibility and alleviate this challenge.

The shared use of laboratory facilities between MIEEK students and Secondary Educational and Vocational Schools has raised concerns about equipment availability due to scheduling conflicts between morning and afternoon sessions. Recent actions to improve facility management and provide additional equipment have addressed this issue to some extent. Ongoing student feedback is essential to ensure the effectiveness and sustainability of these improvements.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The teaching staff involved in the evaluated program possess the necessary qualifications to deliver high-quality education and achieve the curriculum's learning objectives. All instructors hold relevant academic degrees, including Bachelor and Master qualifications, with two specialized educators for Mathematics and English courses.

The program coordinator brings extensive industry experience and a solid background in educational institutions, contributing valuable insights to the program's structure and relevance to current industry practices.

With seven staff members currently employed, the program maintains a favorable student-to-staff ratio, ensuring personalized attention and support for students during both theoretical and practical sessions.

Staff members actively participate in Erasmus+ programs, professional seminars, and workshops to stay updated with the latest educational methodologies and industry advancements. This commitment to continuous development directly benefits the learning environment and enhances instructional quality.

Strengths

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

Although the recruitment processes for the academic personnel were not described in detail, it was found that the teaching staff in this programme demonstrate a good grasp of established educational practices, combined with experience in the field. Their expertise enables them to effectively cover the programme's topics while providing personalized attention to address individual student needs.

Instructors possess a solid foundation in both theoretical concepts and practical applications. They understand the importance of integrating these two aspects, ensuring that students gain not only conceptual knowledge but also the necessary hands-on skills. The teaching personnel stay up-to-date with contemporary industry practices, methodologies, and emerging technologies. This ensures that the curriculum remains relevant and aligned with the current demands of the automotive sector.

The teaching personnel demonstrate a genuine passion for education, consistently showing enthusiasm in delivering lessons, supporting students, and contributing to the programme's daily operations. Their proactive approach and dedication to student success significantly impact the programme's overall effectiveness.

Areas of improvement and recommendations

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

The Committee was highly impressed by the qualifications and expertise of the staff, who possess advanced academic credentials combined with substantial industry experience. Their dedication and positive attitude toward their work significantly contribute to the programme's overall success. The procedure for staff recruitment could be more clearly displayed in the public domain thus maintaining the high quality of the personnel.

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

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

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme has clear student admission criteria based on the regulatory framework of the Republic of Cyprus, which are also explicitly mentioned in MIEEK's website. So is the regulation on studies, with the students' obligations and rights.

The teaching staff demonstrated the consistency and willingness to monitor students' performance and progress. However, statistical analysis of student performance data e.g., in terms of current and historical grades of courses was not presented, it would be beneficial if an automated system was developed to present diagrams of distributions of grades of the current year in comparison with cumulative historical distributions. This would allow better monitoring of courses and their long-term improvement for consistency and comparison with the same programmes in MIEEKs in other locations.

The certification upon successful completion of the studies allows the students to enter the industry and qualify for Automotive Technician without the need for other examination procedures.

Strengths

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

The programme demonstrates a high rate of graduate employment, with many students successfully transitioning into industry roles shortly after completing their studies. This strong market absorption reflects the programme's alignment with industry needs and the practical, job-ready skills imparted during training.

The Erasmus+ program and internship opportunities are well-organized, providing students with valuable, hands-on training experiences both locally and abroad. These initiatives not only enhance students' technical skills but also help them build professional networks, improve their intercultural personal and technical competence, and increase their chances of securing employment in a competitive job market.

Areas of improvement and recommendations

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

Establishing a formal alumni association, along with related graduate activities, would provide a valuable resource for tracking graduates' career progress and collecting feedback. This feedback would support the ongoing evaluation and improvement of the programme while also contributing to marketing efforts by showcasing success stories and career outcomes.

The absence of elaborate statistical analysis regarding student performance, such as trends in current and historical course grades, presents an area for improvement. Developing an automated system to generate visual representations, such as grade distribution charts, would provide clearer insights into academic performance over time. This would facilitate better monitoring of course consistency and support continuous programme improvement. Additionally, comparing performance data across different MIEEK locations could identify best practices and inform standardisation efforts across the institution.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The educational resources provided are sufficient and effectively meet the needs of the students. The laboratory infrastructure is well-equipped with modern tools and equipment, while the IT infrastructure is good and supports the requirements of the programme. Classroom facilities are of good quality, providing a comfortable and functional learning environment.

The human resources available for the programme are highly competent and appropriate for its requirements. The staff's qualifications, experience, and commitment to student success contribute significantly to the programme's effectiveness.

Students have easy access to clear and comprehensive information regarding the available services, including academic resources, administrative processes, and extracurricular opportunities.

MIEEK offers robust support services at a central level, particularly in areas such as IT assistance, and administrative support. However, it is not clear how much professional psychological support and counselling can be offered.

Despite this, the teaching staff demonstrate exceptional dedication by providing high-quality, personalised tutoring and guidance, effectively compensating for potential limitations.

Strengths

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

The programme benefits from well-equipped, specialised laboratories designed to address the specific requirements of each course. These laboratories provide hands-on training opportunities that enhance students' practical understanding of key concepts and industry practices.

Students express high satisfaction with the guidance provided by their instructors. The teaching staff's commitment to student success is evident through their approachable, knowledgeable, and proactive support in both theoretical and practical aspects of the curriculum.

Areas of improvement and recommendations

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

Introducing preliminary sessions focused on fundamental theoretical aspects of the course would help students with varying educational backgrounds adapt more easily to the programme's requirements. These sessions could cover essential topics such as mathematics, physics, and core principles related to the field, ensuring a more level starting point for all students.

The potential establishment of a dedicated counselling support service could significantly benefit students. Such a service would provide academic guidance, mental support, and practical advice to help students navigate challenges during their studies, thereby contributing to their well-being and academic success.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Automotive Engineering programme at MIEEK Nicosia has established itself as a well-structured and effective educational offering, providing a solid foundation in both theoretical knowledge and practical skills. The curriculum is designed in alignment with ECTS standards, ensuring that learning outcomes meet both industry expectations and needs. The programme reflects well-established and modern trends in the automotive sector. Students benefit from regular opportunities to provide feedback through anonymous questionnaires, which are actively used to support the continuous improvement of teaching and learning practices. The teaching staff, who bring a combination of academic qualifications and industry experience, contribute significantly to the programme's relevance and success. The infrastructure, including laboratories and IT systems, is generally sufficient to support the programme's objectives and learning activities.

Several strengths were evident during the evaluation. The programme is closely aligned with labour market demands, enhancing the employability and earning potential of its graduates. Laboratories are modern, well-equipped, and tailored specifically to vocational training needs rather than relying on generic workshop kits. The curriculum ensures that students acquire hands-on skills applicable to real-world settings, but also relevant conceptual understanding. The teaching staff demonstrate exceptional dedication to student learning, offering personalised support that students value highly. Moreover, the Erasmus+ initiative and associated internship programmes are well-organised, providing students with valuable international exposure, professional connections, and intercultural communication skills that can broaden their career prospects.

Despite these strengths, some areas for improvement were identified. One significant challenge is the programme's requirement for students to attend classes five afternoons per week, which poses difficulties for those who work during the mornings. Introducing blended learning or asynchronous educational options could offer greater flexibility without compromising learning outcomes. Additionally, concerns were raised regarding laboratory access due to the shared use of facilities with the technical school operating in the morning. Although recent improvements in facility management have alleviated some of these issues, continued monitoring and student feedback will be essential to ensure consistent access to resources.

Further recommendations include the formation of a local Industrial Advisory Committee composed of external stakeholders, industry professionals, and academic staff. Such a committee with minuted actions would meet at least once a year to ensure and update the programme's ongoing relevance to the industry through feedback. Public awareness of the programme also requires attention. Expanding outreach efforts through social media could increase its visibility and attract a more diverse student body, including greater gender representation.

Additionally, the evaluation highlighted that some students face difficulties with the programme's mathematical and theoretical components, especially those who have been out of formal education for some time. Introducing introductory sessions on core subjects such as mathematics and physics could provide these students with the necessary foundation to succeed. The potential establishment of a local counselling service could provide academic, psychological, and practical support, thereby contributing to students' well-being and academic success.

Finally, the committee recommended developing an automated system for monitoring student performance. By presenting historical and current grade distributions through visual charts, the institution could better track student outcomes, identify areas for improvement, and maintain consistency across different MIEEK branches.

Overall, the Automotive Engineering programme demonstrates a high standard of educational quality and industry relevance. With targeted improvements in learning flexibility, student support services, and performance monitoring, it can continue to meet its objectives while responding effectively to the evolving demands of the automotive sector and modern society.



E. Signatures of the EEC

Name	Signature
Professor Pavlos Aleiferis	
Associate Professor Giorgos Panaras	
Associate Professor Shahab Heshmati Alamdari	
Andreas Christodoulou	
Click to enter Name	
Click to enter Name	

Date: 14-02-2025