Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  Post-Secondary Institutes of Vocational Education and Training
  Δημόσια Σχολή Ανώτερης Επαγγελματικής Εκπαίδευσης και Κατάρτισης - MIEEK

- **Town: Nicosia**

- **School/Faculty (if applicable): Not applicable**
- **Department/ Sector: Not applicable**

- **Programme of study- Name (Duration, ECTS, Cycle)**
  2 years, 120, 4 semesters
  In Greek:
  Εργοδηγός Δομικών και Τεχνικών Έργων
  In English:
  Foreman for Building and Technical Works
- **Language(s) of instruction: English**

- **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. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC), which was comprised of three academics, and a student representative, completed

i) an on-site visit of the Diploma of Foreman for Building and Technical Works programme at MIEEK campus in Nicosia on 12 February 2026.

ii) an on-site visit of the same programme at MIEEK Limassol, as well as for the Pafos site (via video link), on 13 February 2026 at MIEEK campus in Limassol. A visit also took place to the teaching and laboratory facilities within the premises of the First Technical and Vocational School of Limassol; these facilities will be accessible/used by the Foreman programme in MIEEK Limassol.

Through the video link, the EEC was introduced to the teaching and lab facilities that will be available to the Foreman programme in Pafos. The programme, along with other EIEEK programmes in Pafos, will follow a similar arrangement as in Nicosia to be housed in and share the facilities with the First Technical and Vocational School of Pafos.

During the on-site visits, the institution provided a great variety of resources to facilitate the evaluation procedure including in-depth presentations and visits to the primary facilities that are situated in three primary districts. Moreover, the EEC members had the opportunity to pose a variety of questions to properly assess various parts of the evaluation process.

Meetings with staff and student representatives were very informative. Consequently, the EEC committee members are of the opinion that the evaluation process was thorough. The members associated to this evaluation should be commended for their efforts and overall organization.

The consensus among the EEC committee members is that the Foreman for Building and Technical Works program is indeed of high quality and covers a very important societal need.

The EEC committee recognized the strength of the current program. A few recommendations have been provided for the further evolution of the program.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Yong Lu	Professor	University of Edinburgh
Dimitrios Lignos	Professor	École Polytechnique Fédérale de Lausanne (EPFL)
Emmanouil Chatzis	Associate Professor	University of Oxford
Charis Eleftheriou	Student representative	TEPAK
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 Foreman Programme is currently operational in Nicosia and is scheduled to commence in Limassol and Pafos in September 2026. It is delivered in Greek. The programme comprises 120 ECTS credits and permits credit transfer, subject to curriculum equivalency with prior institutions. The programme is regularly advertized in a dedicated website including pertinent information about the skillset of their graduates.

The curriculum integrates theoretical instruction with practical training to ensure graduates possess the technical and supervisory competencies required in the construction sector. The first six graduates completed the programme in June of the previous academic year.

The programme addresses a clearly identified need within the construction industry, particularly in the areas of, Site supervision and operational coordination, Effective collaboration between engineers and technical workers, Compliance with health and safety regulations, Interpretation of technical drawings, Construction methods and time management. The programme graduates act as liasons between civil enginers and construction workers.

Demand is especially strong in Limassol due to significant growth in the construction sector. The planned expansion to Pafos reflects similar regional needs.

In Nicosia, the Foreman Programme is delivered by six permanent academic staff members, ensuring stability and continuity. Institutionally, 64% of teaching staff are permanent and 36% are contract-based.

For Limassol (programme initiation phase), staffing across all MIEEK programmes includes 18 full-time, 6 part-time, and 5 contract-based teachers (total 32). Delivery flexibility (morning and evening sessions) supports working professionals, with preference observed for afternoon sessions due to their other daily commitments.

In Pafos (planned launch), the Foreman Programme will initially be supported by a full-time civil engineer and a part-time architect, with staffing levels adjusted according to enrolment demand. A workforce planning mechanism is in place to maintain stable teaching hours while redistributing staff among districts where necessary. A pool of high-profile professionals is already available to further strengthen the current teaching roster.

Admissions are conducted through a dedicated national online platform (June–August). An automated ranking system operated by the Ministry of Education evaluates candidates based on a predefined scoring framework, ensuring transparency and objectivity.

In Nicosia:

- 22 students enrolled.
- 5 withdrawals (23% dropout rate).
- Overall institutional dropout rate: 13%.

Gender imbalance has been observed, reflecting sectoral characteristics of the construction industry.

Performance indicators (enrolment, progression, completion rates) are systematically monitored as part of the internal quality assurance framework.

The programme adopts a practice-oriented pedagogical model that includes, Problem-based learning, Industry engagement, Educational site visits and the Use of central laboratory facilities. This methodology ensures alignment between academic content and real-world construction practices.

Curriculum design and review are conducted in consultation with key sectoral stakeholders, including:

- Cyprus Federation of Building Contractors (OSEOK)
- Technical Chamber of Cyprus (ETEK)
- Association of Building Contractors
- Council for the Registration and Control of Contractors of Cyprus
- Ministry of Labour and Social Insurance of Cyprus

The Ministry of Labour establishes a minimum requirement of 30 hours related to quality assurance in safety inspections; the programme complies with this requirement. Formal curriculum review meetings are held twice annually. Industry and student feedback is systematically incorporated into syllabus updates, ensuring continuous alignment with labour market developments.

The quality assurance policy of the Foreman Programme is primarily based on:

- Transparent admission procedures
- Defined academic structure and credit allocation (120 ECTS)
- Systematic monitoring of student performance indicators
- Structured stakeholder consultation
- Compliance with national safety and labour standards
- Strategic staffing and resource planning across districts

The programme demonstrates responsiveness to sectoral demand, structured governance mechanisms, and a commitment to continuous improvement. Its expansion to additional districts is supported by documented labour market needs and planned human resource allocation, ensuring sustainability and academic quality.

Strengths

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

The following strengths were noted:

1. The Foreman Programme represents a unique educational offering within Cyprus, specifically designed to formalize and professionalize the role of the foreman in the construction sector. It bridges the operational gap between engineers and technical workers, strengthening on-site coordination, communication, and technical oversight. By institutionalizing this intermediary professional role, the programme contributes to improved project execution, compliance, and workforce integration within the construction industry.
2. The programme responds directly to a documented and sustained demand within the construction sector. Given the continued growth of construction activity across multiple districts within Cyprus, the need for properly trained foremen is evident.

3. A major strength of the programme lies in its well-balanced integration of theorical concepts and practice. The strong emphasis on practical training, laboratory work, testing procedures, and applied learning directly corresponds to the operational realities of construction work in Cyprus.
4. The programme's design ensures that graduates are equipped with hands-on competencies required for effective site management.
5. The implementation of the programme across three districts (Nicosia, Limassol, and Pafos) will enhance accessibility, diversity, and operational flexibility. Each district is equipped to operate autonomously, possessing the necessary facilities and equipment to conduct practical training, laboratory activities, and technical assessments independently.
6. The programme benefits from broad and consistent institutional and stakeholder backing. This unified support framework strengthens the programme's credibility, industry integration, and long-term sustainability.
7. The absence of tuition fees significantly enhances accessibility and promotes equal opportunity for professional advancement. The programme provides a structured pathway for career development within the construction sector, contributing to workforce upskilling and professionalization at a national level.

The Foreman Programme demonstrates strategic relevance, labour market responsiveness, strong practical orientation, decentralized operational capacity, and broad institutional support. Its unique positioning within Cyprus, combined with fee-free access and autonomous facilities across districts, supports both sustainability and high-quality vocational education delivery.

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.

A few areas of improvement are suggested.

While stakeholder engagement is already established, further strengthening collaboration with ETEK would enhance professional recognition, sectoral integration, and long-term positioning of the Foreman Programme within the construction ecosystem. Closer alignment with ETEK could support clearer professional pathways, reinforce quality standards, and increase the programme's visibility within the engineering and construction community.

An important strategic development area concerns the formal regulation and clearer definition of the foreman profession within the construction industry. The clarification of professional roles and responsibilities, enhanced employer awareness of the programme, increased absorption of graduates into the labour market may be steps to be considered.

Formal recognition mechanisms would further strengthen the programme's sustainability and graduate employability.

Although the teaching staff consists of qualified and chartered engineers and architects with experience at the construction site, opportunities for structured and continuous professional development should be further enhanced. Targeted training, pedagogical development, and industry-updating initiatives would support, ongoing curriculum modernization, adoption of innovative teaching methodologies and strengthening of industry-academia linkage.

The identified areas for improvement primarily relate to strengthening professional recognition, regulatory clarity, ministerial coordination, and structured professional development. Addressing these dimensions would enhance the

programme's institutional robustness, graduate employability, and long-term strategic sustainability within the evolving construction sector of Cyprus.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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 isexplicitly 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.

Student -centred Learning:

The teaching methods are reviewed and the material is part of continuous investigation and improvement. The small numbers of students really help with student centered learning. Material is uploaded online and everything is made available to the students. Students appreciate that if something doesn't work there is a fast reaction in improving it. Students appreciate the printed hard-copies together with the online resources. Students also appreciate the physical copies in the library and the textbooks suggested by each course. Despite the challenges the students do appreciate the program and think the 5-9 pm format for 2 years is likely the best possible route. The students appreciate that they go over the homework in class rather than leave more things for self-study at home. The students felt that they were receiving help from the teachers who always showed good availability. The students can pass comments or complaints through the student council. There is a mechanism for complaints and the students appreciate the mechanisms for feedback available. The teachers keep acting and iterating incorporating the feedback and suggestions of the students. Erasmus gives the opportunity to involve both students and teachers to aspect of research. And the members of faculty are looking for such opportunities to involve students through consortia with other higher education institutions, an example involves institutions across 10 countries.

Examinations:

ECTS credits are used for each course.
The credits awarded to each course are known in advance. Examinations are well defined with attendance and quiz taking 10%, assignments 20%, midterm 30% and final exam 40%. Attendances are marked and there is a minimum number of attendances to pass the course. Exams take place every semester. Students receive feedback about performance, there is a process of appeal (although not very clear), students resit failed papers 2-3 weeks after the normal exam. If they fail the re-sit they can carry that course with them. If they fail more than 2 courses they have to repeat the whole semester. Students mention that the rules for marking, pass-fail and resits are very clear.

Practical training:

There is a good connection between the theoretical courses and practice. Project based learning is used through scenarios and the visits help with that process. There are labs field visits and an internship.

There is a project course every semester. The labs are also good contribution to student centered learning, some good exampleswere shown where the students could really link theoretical concept to practical. E.g. the construction of a wall or a foundation. Students appreciate practical courses and demonstrations that were offered. For all campuses the labs are similar and the number of available tools (total stations designing Ts) is the same per group of students. In fact all campuses will have for example 2 total stations. There is a good exposure to industry through visits to construction sites and visit from industrial experts. Students like that labs are broken in groups that allows for direct communication with the demonstrators and lecturers. All members of the external stakeholders mentioned that the learning outcomes of this programme are crucial to the industry and cover an obvious need.

Limassol: The dropout rate experienced at the Nicosia campus and also with other MIEEK programmes in Limassol appears to be highly correlated to travel times of students from different cities. The intention to open more local campuses will alleviate this issue.

Paphos: Strong participation to Erasmus and international competitions which is positive for the students. Similar dropout numbers and similar explanation in terms of travelling times. It is expected that the foreman Paphos programme maybe less popular in the local market of Paphos than the other cities, but still useful. But still there are 30 students interested and 13-14 will be accepted. The numbers reported were only from secondary education there are of course other interested applicants from more senior applicants already working in industry. Perhaps the shortage experienced/professional staff may be a disadvantage during visits used for the practical side of the project. The future construction (sites not about the campus) taking place could be affected by the water shortage in the area and potential regional conflicts.

Strengths

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

The program has many strengths. Some of the most important ones:

- There is an excellent connection between theory and practice. The practical training aspects of the course are the core of this programme. The connections are really strong, through visits to construction sites and visits from external stakeholders to the campus. The students are really appreciative of these aspects of the course.

- The external stakeholders are enthusiastic about the course covering real market needs. They are very happy of the curriculum of the course. The same applies to the students.

- The small numbers of students per demonstrator work really well. There is a great connection between the demonstrator and the students. The students feel their feedback is taken into account and the teachers make frequent iterations using that feedback to improve the course constantly.

- It is a strength of the program that the lecturers and demonstrators work with the students during the course to help them tackle homework. The students appreciate that and it is really important to this degree where the average student has very little time to study at home.

- Despite the challenging schedule (5 pm to 9 pm) the students feel the current course schedule is the best possible.
- The labs are very well equipped across all campuses. The practical work taking place in the labs, e.g. practicing different types of construction is really interesting.
- All examination rules are absolutely clear to the students. It is very positive that the assessment factors in various means of assessments with well defined percentages between them. The use of ETCTS units is very good practice.
- Erasmus is used to benefit the students.

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.

There aren't many areas that the committee felt there should be improvement. The faculty has already detected that in the next stages of planning external stakeholders, such as ETEK, should be formally involved in discussing the content of the course. However, all parts recognize that the existing syllabus is in full agreement with the needs of the stakeholder and the market. So the future plan that the faculty has for involving external stakeholders officially in discussing the future learning outcomes is the right idea.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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.

Recruitment and development:

The ministry recruitment and progression to both temporary and permanent members. The candidates an exam every 2 years to become permanent the whole process of appointment and 'progression' is controlled through that exam. The Erasmus give opportunities for development of the teaching staff. There are opportunities through development through seminars, industrial visitors who present developments in the field, and Erasmus visits. They are all members of etek and that also provides opportunities for further development. The Education Institute of the Ministry of Eucation, with courses a the University of Cyprus that the staff has to attend. They also receive feedback on their teaching by University professors who attend their lectures and provide feedback.

Numbers and status:

There are 6 members of staff. 5 on permanent and one on a contract status. 18 hours per week is the average teaching time the teaching load is well distributed amongst existing members. When the teaching at the new campuses is added then new teaching staff should be added to the teams. This is the existing plan and the current staff thinks that the teaching load will remain balanced. Members are teaching courses relevant to their studies and industrial experience. The staff thinks the new campuses will bring in additional strengths to the program and many interested students in additional forms of construction. The students provide feedback on the course through an evaluation that goes to the ministry. The feedback works on a daily manner because of the small numbers of students, and the students are highly motivated since they are typically adults choosing to attend this course for their own benefit. The staff is really well motivated and have provided very positive feedback about their experience and their connection to the students.

Synergies with research:

Reasonably this is not a focus of this programme. There are however opportunities for members of staff to be exposed to research through the Erasmus scheme and collaborations with the current Universities. Several members of staff are holders of MSc/Meng degrees. There are opportunities to follow advances in research through the ETEK seminars.

Limassol: Initially the programme will have one coordinator + 2 demonstrators because the number of groups of students is smaller (so half of Nicosia that has 2 groups) make sense. There will also be a contribution from part-time contracts.

Paphos: The teaching staff will be covered by permanent and contract (same for Limassol). There is already an identified number of people suitable for the programme. There is a large number of registered Civil Engineers and already teaching in technical schools with relevant skills. So there is already a pool of professional staff. In all cases the risk of discontinuing the programme is rather small.

Strengths

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

It is very positive that the whole process of recruitment and progression is controlled by the Ministry of Education through very clear rules. It is also very positive that there is an exam involved that can be taken every 2 years. There is a transparency through that process guaranteed by the involvement of the Ministry of Education.

The existing members of staff are very happy overall with how recruitment ad progression is handled (by the Ministry) and that the rules are very clear and ensure transparency.

There is a good number of staff to students ratio. It allows the staff to work closely with the students and receive immediate feedback.

The current members of staff are happy with the existing workload. The also have confidence that their workload will remain balanced even if new campuses open.
Indeed, there is a strong pool of potential future staff to be employed that has already been identified thanks to the links of this programme to vocational schools.
The teaching staff makes really good use of Erasmus.
The teaching staff is given access to recourses from the Universities that can allow their further development and aspects of research.
The teaching staff makes excellent use of the ETEK resources, as they are all members of ETEK.

The teaching staff are passionate educators that inspire the students and take their feedback on board so productively.
The teaching staff are working very closely with the students and are a key part of student-centred learning.
There is a very good mechanism with which the teaching staff receives official feedback by the ministry, but the teaching staff follows great practices for receiving direct feedback from the students.

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.

Both of the recommendations have to do with actions form the ministry of Education and public Universities that could benefit the very skilled teaching staff of MIEEK:

Perhaps the ministry of Education (in lack of a University employer) could consider contributing to the fees of their teaching staff to ETEK since the teaching staff greatly benefits from the professional development offered by ETEK and makes an outstanding use of such resources.
The public Universities could formalize schemes to allow for the teaching staff of MIEEK to collaborate on research programmes.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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.

Student admission, processes and criteria:

The programme is well publicised in the public domain via the MIEEK website. Applications are submitted to the Ministry of Education, Culture, Sports and Youth via the required forms. Determination of the number of students to be admitted takes into account the developing capacity of the programme and the needs of the Industry.

Applicants must have achieved a six-grade high school Diploma (public or private), or its equivalent. Selection from applicants is based on a scoring system that conforms with the Ministry requirements and consistent with the regulations governing all MIEEK programmes. The admission to the Foreman programme also takes into account an applicant's work experiences and other merits relevant to the programme.

In all, the admission criteria are clear and transparent and are implemented consistently across all MIEEK programmes.

In 2025 intake (current Year 1) in Nocosia, 22 students were admitted into 2 classes (the planned number of students in each class is up to 12), while the current Year 2 (2024 intake) has 15 students. In last June the programme graduated its first cohort of 6 students. There is clear and convincing trend of growth of the programme, reflecting the demand and needs for this qualification from the community and the industry.

Student progression:

The programme follows the general policy and practice that govern all existing MIEEK programmes in the assessment and progression of students. Within the Foreman programme all courses adopt a uniform structure of assessment, with 10% from attendance and quizzes, 20% from coursework, 30% from mid-term exam, and 40% from final exam. This assessment format provides a robust framework in terms of covering all aspects of the learning outcomes of the programme.

On average students take 30 ETCs in each semester, and they must pass all courses in each year in order to progress / graduate. Students who fail a course in the first attempt will be given a period of around 3 weeks to prepare and retake the exam. With relatively small classes, course instructors have been able to monitor the progress of individual students closely so any issues can be identified and efforts be made to address them in a timely manner during the course of study.

From the meeting with current students in Nicosia, the EEC was impressed by the spirit and the pleasant mood of the students. All students present at the meeting were highly motivated and happy with the way the courses were taught and assessments conducted. Students all are very clear about the assessment and progression requirements and they have had no issues in following them.

Course materials including assignments are all accessible from the course web site on Moodle, and students are normally also provided with a set of printed copies, which they found very helpful especially in their work and family circumstances.

Student recognition and certification:

Students are admitted on the basis of their upper-secondary school (Lyceum) achievements, with due consideration also given to relevant work and professional experience. Some students may additionally be admitted while holding higher-education qualifications in a different field (for example, architecture) and seeking to enhance their existing career path or transition into a new one.

At present, for the Nicosia programme all students enrolled in the Foreman programme are in daytime employment, mainly in the construction industry, and have joined the programme with high motivation and clear objectives, namely to obtain formal professional training and a recognised qualification. Discussions with the students also indicate a strong sense of ownership of the training they receive through the programme, which is highly encouraging.

In its meetings with key stakeholders, including representatives of ETEK, the Association of Building Contractors, and the Council of Building Contractors, the EEC received consistently very positive feedback on the intended role of the programme, namely to bridge the gap between consultants/engineers and construction workers. Stakeholders also recognised the value of the programme's training in supporting students' career development and expressed strong support for the diploma to be fully recognised by industry and by the relevant professional bodies.

Besides, the good prospect of immediate absorption into the labour market is a tangible recognition and reward to students.

The programme qualification title corresponds fully to the objectives and learning outcomes of the programme and is compatible with Study Level 5B.

From the EEC's meeting with the students in Nicosia, students understand very well the status of the qualification of the programme, and they are happy with the contents and training they receive from the programme. On the

practical side, students expressed the hope that the diploma title ("Foreman") and the associated Study Level 5B will receive official recognition and classification, enabling graduates to be considered appropriately for promotion and salary progression.

Limassol:

All of the above (noting comments arising from meeting with the students in Nicosia) apply.

Pafos:

All of the above (noting comments arising from meeting with the students in Nicosia) apply.

Strengths

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

- The admission criteria for students follow the policy and regulations governing all MIEEK programmes, and they are clear, and their application is consistent and transparent.

- All courses have a uniform assessment format that suits well the purpose and learning outcomes of the programme, and progression criteria are clear and well understood by the students, and supports are in place.

- The programme qualification corresponds well to the programme's purpose and learning outcomes and is compatible with study level 5B.

- The programme has highly motivated students who are well prepared to do their best in their learning process.

- The good teaching staff to student ratio (currently stands at around 1:8) ensures the programme's smooth and effective operation, and close monitoring and timely support of students' progression.

- Course materials are readily available to students in electronic forms, in most cases are also provided in printed form which students find very helpful and suits well for their mode of study.

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.

As feedback the following is noted. Based on discussions with students, the current diploma title, i.e. Foreman at Study Level 5B, does not appear to provide full recognition in their workplaces, particularly in relation to eligibility for promotion and corresponding salary progression. Following discussions with the programme coordinator, the EEC understands that there is ongoing legislative process with regard to study level 5B and 5C, and when this process is concluded it is anticipated that Level 5B Foreman qualification would get official status enabling it to receive appropriate recognition concerning promotion and salary.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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.

Teaching and Learning resources:

Students in the programmes have access to adequate and diverse choices of educational resources tailored to the needs of the programme. There is adequate collection of printed books and reference materials in the library, and students have full access to the electronic copies of textbooks and reference publications via MIEEK's library. The fact that the programme shares the campus facilities and library resources with the First Technical Vocational School of Nicosia benefits it with a broad range of resources meeting the needs of MIEEK's programmes.

Students have electronic access to all teaching materials for individual courses via the MOODLE platform, including teaching notes, assignments, and other instructional materials. The teaching materials are constantly updated as the programmes develops over the past 2-3 years.

From the external evaluation committee's meeting with students, it has been found that students are highly self-motivated and are actively involved in feedback to their instructors. This engagement has played a positive and constructive role in improving how teaching materials are prepared and delivered.

Instructors have exercised and flexibility and additional effort, while mindful of fairness and consistency, in supporting students who experience exceptional circumstances, for example when a student is unable to attend some classes in person. This good practice highlights the student-centred nature of the programme's organisation and delivery.

Physical resources:

The programme has adequate physical resources for the needs of the programme. As noted earlier, MIEEK's programmes are housed in the facilities of the First Technical and Vocational School of Nicosia, with access to use all relevant facilities including laboratories, library, teaching rooms, and computer labs. During the external evaluation committee's on-site visit, it was found that all these facilities and equipment are in excellent condition and are sufficient to meet the needs of the curriculum.

In particular, spaces and equipment are available to carry out compressive tests of concrete specimens, tensile tests of sample steel specimens, and a full range of hands on exercises including grading of aggregates, concrete mixing, building masonry walls, assembling timber models, and so on. Testing of the basic physical properties of soil samples, topographic surveying instruments are also in place.

Human support resources and student support:

The responsibility of student support is undertaken by the local coordinator and the academic coordinator. This includes monitoring students' academic progress and, together with the teaching staff, providing support in dealing with the changing circumstances students may experience.

General student support is also available through the MIEEK Nicosia's management and administrative/secretarial team.

The student support provided through the local and academic coordinators are undertaken in close coordination with teaching staff within the programme and the administrative team of MIEEK Nicosia. This provides a comprehensive cover of different support needs that could arise during the students' study in the programme.

From the EEC's meeting with the teaching staff, the EEC was very impressed by the enthusiasm and willingness of the instructors in providing support to students individually in their learning process and in dealing with emerging circumstances, and the effectiveness of their approach in actual practice. The EEC also noted the consciousness among the teaching staff in keeping fairness and consistency with offering support to students in their learning process.

From the EEC's separate meeting with the current students (Year 1 and Year 2), it was evident that students are fully satisfied with the support they receive. Students also cited examples of best practice in supporting students with special needs and at times when changing circumstances emerge.

Limassol:

All of the above (noting comments arising from meeting with the students in Nicosia) apply.

Pafos:

All of the above (noting comments arising from meeting with the students in Nicosia) apply.

Strengths

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

- Students in the MIEEK programme in Nicosia have access to a rich and comprehensive range of educational resources meeting the needs of the programme.

- The fact that MIEEK Nicosia shares the infrastructure and resources with the First Technical Vocational School is very beneficial to the MIEEK programmes in terms of facilities, labs and equipment. Labs and equipment are in excellent condition and are sufficient to meet the needs of the curriculum.

- Reliable student support services are available through local and academic coordinators and in close coordination with the teaching staff and MIEEK's administrative team.

- The teaching staff are highly enthusiastic in providing support to students at individual levels in their learning process and in dealing with special support needs

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.

In a longer term and with the continued growth of the MIEEK programmes, there may come to a time when MIEEK as a whole could consider setting up a central professional student counselling support service.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
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) – Not applicable*

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.

This section is not applicable

Strengths

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

This section is not applicable

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.

This section is not applicable

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	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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 programme is fully consistent with all evaluation categories set for it, in terms of the structure and organisation of the curriculum, student-centred learning, teaching and assessment methods, the teaching staff and their skills, student admissions, the awarding of qualifications, and the teaching and student-support resources provided. In conclusion, the programme has received the rating “Compliant” in all individual sections, and a positive evaluation is recommended.

The EEC notes several particular strengths. Students admitted to the programme are highly motivated, typically already employed in the construction sector, and pursue the qualification with clear professional objectives. Their active engagement and constructive feedback to instructors contribute positively to the continuous improvement of teaching materials and delivery. Instructors, in turn, demonstrate a commendably student-centred approach, including flexibility - while maintaining fairness and consistency - when supporting students who face exceptional circumstances (e.g., temporary inability to attend classes in person). The programme is also well supported by appropriate learning resources, including adequate printed library holdings and full access to electronic textbooks and reference materials via the MIEEK library, further strengthened by shared facilities and library resources with the First Technical Vocational School in Nicosia, as well as in Limassol and Pafos.

Stakeholder feedback was consistently very positive. Representatives from ETEK, the Association of Building Contractors, and the Council of Building Contractors emphasised the programme’s important role in bridging the gap between engineers and construction workers and recognised the value of its training for students’ career development. Stakeholders expressed support for the diploma to be fully recognised by industry and relevant professional bodies. The EEC also notes that strong prospects for immediate labour-market absorption constitute a meaningful form of recognition and reward for students.

At the same time, the EEC would like to note a practical aspect as expressed by students, that the current diploma title (“Foreman”) and its associated Study Level 5B do not yet appear to secure full workplace recognition, particularly regarding promotion and salary progression. The EEC understands that an ongoing legislative process concerning the status of Levels 5B and 5C may, once concluded, resolve this issue by enabling clearer official recognition/classification of the qualification.

Finally, the EEC has the following recommendations for the continued enhancement of the programme:

While stakeholder engagement is already established, further strengthening collaboration with ETEK would enhance professional recognition, sectoral integration, and long-term positioning of the Foreman Programme within the construction ecosystem. Closer alignment with ETEK could support clearer professional pathways, reinforce quality standards, and increase the programme’s visibility within the engineering and construction community.

The faculty has already detected that in the next stages of planning external stakeholders, such as ETEK, should be formally involved in discussing the content of the course. Currently, all parts recognize that the existing syllabus is in

full agreement with the needs of the stakeholder and the market. So the future plan that the faculty has for involving external stakeholders officially in discussing the future learning outcomes is the right idea.

An important strategic development area concerns the formal regulation and clearer definition of the foreman profession within the construction industry. The clarification of professional roles and responsibilities, enhanced employer awareness of the programme, increased absorption of graduates into the labour market may be steps to be considered.

Formal recognition mechanisms would further strengthen the programme's sustainability and graduate employability.

Although the teaching staff consists of qualified and chartered engineers and architects with experience at the construction site, opportunities for structured and continuous professional development should be further enhanced. Targeted training, pedagogical development, and industry-updating initiatives would support, ongoing curriculum modernization, adoption of innovative teaching methodologies and strengthening of industry-academia linkage. Currently this is largely achieved through the teaching staff having access to ETEK resources. As such perhaps the ministry of Education (in lack of a University employer) could consider contributing to the fees of the teaching staff to ETEK. Furthermore, the public Universities could formalize schemes to allow for the teaching staff of MIEEK to collaborate on research programmes.

Overall, the programme is well designed, effectively delivered, and supported by engaged students, flexible and committed staff, adequate resources, and strong stakeholder endorsement. The EEC therefore recommends accreditation without condition.

E. Signatures of the EEC

Name	
Yong Lu	
Dimitrios Lignos	
Emmanouil Chatzis	
Charis Eleftheriou	
Click to enter Name	
Click to enter Name	

Date: February 15 2026