Doc. 300.1.1

Date: 11 Sept 2022

External Evaluation Report

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

- Higher Education Institution: **Public School of Higher Vocational Education and Training – MIEEK**
- Town**: Limassol**
- School/Faculty (if applicable): **n/a**
- Department/ Sector: **n/a**
- Programme of study- Name (Duration, ECTS, Cycle)

  In Greek:

  Τεχνολογία CNC - Ξυλουργική Βιομηχανία (2 έτη, 120 ECTS, Diploma, Conventional)

  In English:

  CNC Technology - Woodworking Industry (2 years, 120 ECTS, Diploma)
- Language(s) of instruction: **Greek**
- Programme's status: **New**
- Concentrations (if any):

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].

In Greek: Concentrations
In English: Concentrations

A. Introduction

The External Evaluation Committee (EEC) had the opportunity to study all the materials which were provided, that is:

- application for the evaluation and certification of the Programme of Study (PS)
- guidelines for the EEC members, and
- evaluation template document 300.1.1

The EEC visited the premises and the facilities of the Absolute Institute of Technical Education (AITE) of Limassol on Wednesday 07 and Thursday 08 Sept 2022. The visits covered all the installations relevant to the Programme of Study, including laboratories. The visits lasted from 10:00 am to 16:00 pm, including a 60 min lunch break, which the members of the EEC and the Officers of CYQAA (Mr. C. Costantinou and G. Aletraris) shared together.

The visit included extensive discussions and opinion exchanges among the members of the EEC and the following parties:

- Dr. E. Margadjis, General Manager MIEEK
- Mr. K. Kyriakou, Coordinator MIEEK
- Mr. P. Zacharoplastis, Quality Assurance Officer MIEEK
- Mr. C. Schinis, Manager MIEEK Limassol – AITE
- Mr. A. Pierides, Assistant Manager MIEEK Limassol
- Mr. A. Vasiliou, Coordinator IT technologies MIEEK
- Mr. C. Constantinou, CYQAA
- Mr. G. Aletraris, CYQAA
- Mr. S. Sofokleous, MIEEK Coordinator CNC Technology & Woodworking Industry
- Mr. A.Elefteriou, MIEEK Program Coordinator Cooling & Air Handling Installations
- Dr. M. Anastasiou, MIEEK Program Coordinator Culinary Arts & Catering Services
- Mr. Eraclis Papachristou, Architect
- Mr. Nicolas Ioannou, Imperio
- Mr. Antonis Misirlis, Imperio
- Mr. Nicolas Gavriel, LionGlobal

The agenda of the visit included the following items:

- Welcome, introduction, role and importance of the new building of AITE for MIEEK, by Dr. E. Margadjis.
- Architectural Plan Drawings and the design philosophy presentation, by Mr. Eraclis Papachistou.
- Building presentation, by the Design and Construction Team.
- On site visit to the premises of the institution (library, labs, etc.)
- Short presentation by the Program Coordinator CNC Technology & Woodworking Industry Mr. S. Sofokleous.

- Meeting with students (graduates and active).
- Meeting with members of teaching staff (Mr. Panos Epameidonda and Mr. Andreas Palou) and discussion on course of study (teachers' CVs, course contents, implementation, methodologies, learning outcomes, course assessment).
- Meeting with members of the administrative staff.

The entire EEC mission was fully supported by Mr. Costas Constantinou and George Aletraris, CYQAA Officers.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Prof. Morris Altman	Chairperson	Dundee University
Prof. Sotirios Karastergiou	Member	University of Thessaly
Prof. Constantinos David	Member	International Hellenic University
Prof. Amalia Tsiami	Member	University of West London
Mr. George Nikolaou	Member	Student

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

The Programme of Study (PS) was created through the joint Decision no. 73.215/28-02-2012 taken by the Council of Ministers concerning the establishment of the Post-Secondary Institutes of Vocational Education and Training (MIEEK).

PS expected to operate in the Winter/Spring semester of the academic year 2022-23. The same PS is operated in MIEEK of Larnaca, since the academic year 2016-17. The PS of Larnaca was formally accredited and reaccredited annual basis.

The policy for quality assurance forms an integral part of the PS. The policy is described in a comprehensive *Quality Assurance Manual* (Εγχειρίδιο Διασφάλισης Ποιότητας) of the MIEEK which formalizes all aspects of the organization and operations for quality assurance. The manual is publicly available and includes clear and detailed descriptions of processes relevant to the quality assurance function, and the roles of teaching staff, administrative staff and students regarding quality assurance. The manual also describes measures to inform and preserve academic standards of the PS, and states the ethical codes governing the PS, including a clear policy of non-discrimination and mutual respect within and beyond the MIEEK community. Based on the documentation and the on-site visit, it is clear that the key instrument for the application of the quality assurance processes, the Internal Quality Board, operates effectively at the level of the MIEEK of Limassol in coordination with a Central Quality Board of the MIEEKs.

1.2 Design, approval, on-going monitoring and review

Overall, Programme of Studies is logically structured and corresponds to the learning objectives, in terms of content, articulation, workload and methods. The procedures for shaping, assessment and review of the PS are implemented according to the provisions of the Quality Assurance Manual. At the level of the MIEEK, the main instrument for monitoring the PS is the Programme Board, chaired by the Programme's Academic Coordinator and comprising the Local Coordinator of the PS, members of the teaching staff and also an elected representative of the current student cohort. Particular aspects of the day-to-day implementation of the PS are discussed in meetings of teaching staff, called on regular or

ad-hoc basis. These interactions, together with the experience and expertise of the Academic Coordinator, the Local Coordinator and the teachers, guarantee the consistency and continuity of the work of the Programme Board. In the course of the on-site meetings, teachers displayed a clear and detailed understanding of the content and operation of the PS, and were able to discuss the PS's different aspects.

1.3 Public information

The contents of the Programme of Study are publicly available in their entirety through the Internet site www.mieek.ac.cy. Summary information about the PS is also publicly available in the form of promotional brochures and leaflets describing the MIEEK and the Institutes' programmes and activities. The available information is clear, practical, up-to-date and covers all the relevant aspects of PS: how students are enrolled, how teaching and learning is delivered and assessed, and what outcomes and qualifications are obtained. The informational material (paper and Internet-based) made available in the course of the evaluation exercise is comprehensive and of good quality.

1.4 Information management

The Programme Board and the other management processes of the PS dispose of a very good level of information regarding all aspects of the implementation of the Programme. Information about individual students is collected through formal and informal ways, and processed in terms of important performance indicators such as student profiles, student progression, and student and graduate satisfaction and career development. This good degree of monitoring is also consistent with the small number of students, the frequency of courses, the close interaction between teachers and students especially in practice (laboratory) sessions and in-situ project work and, finally, the continuing contact with graduates.

Findings

Overall, the Programme of Study is coherent and corresponds to the overall learning objectives and vocational goals relating to the state of CNC technologies and the woodworking industry in Cyprus. The Quality Assurance system is adequate and comprehensive. Its application is consistent.

Strengths

Very efficient flow of information between stakeholders, supported by continuous and strong interaction between administrators, teachers, students, graduates and industry professionals. The same practices applied in the running of the PS of Larnaca MIEEK.

Areas of improvement and recommendations

Informed by rich interaction with relevant stakeholders, the present Programme of Study aligns well with the present situation in the machining and woodworking industry in Cyprus, on one hand, and with real-life employment aspirations and perspectives of secondary education graduates, on the other. However, the sector continues to undergo changes, chiefly driven by the need to respond to competitive challenges. Such challenges appear at several levels: technology, organization, distribution, business paradigm, marketing methods and more. In anticipation of these changes, it is advisable for the Programme of Study to gradually adapt towards achieving maximum competitiveness, along the directions mentioned in the concluding remarks of the EEC report.

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	Partially 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

PS includes project-based learning, evening classes for workers, live contact with students from other courses of life, contact with professionally active teachers. Provides opportunities for career development. Specifically, PS involves courses with theoretical (lectures) and practical (laboratory) approach. Students firstly receive the theoretical approach to the objects of each lesson and later acquire the practical knowledge in the laboratories with project assignments.

Teaching is conducted every working day during afternoon hours with live contact with students. This timetable facilitates students to work in morning time.

Courses take place in new, modern and sufficient areas in the public educational building in the city of Limassol (Absolute Institute of Technical education - AITE), which is in a central part of Cyprus (about 60-70Km away from the capital Nicosia and the cities of Larnaca and Pafos). PS attracts considerable part-time teachers with special capabilities from the Cypriot job market.

Similar to how the PS is run in Larnaca, adequate different modes of delivery: lectures, laboratory practice, individual and group coursework, will be implemented in Limassol. Projects will be shaped together with individual students. It is reported that in several cases, the topics of individual projects (coursework) will be shaped jointly by the student and the teacher, with a view to bring the project closer to the interests and experiences of the student. This is a commendable practice, and should be expanded.

Excursions and visits to industrial establishments, on-going projects, and exposure of students to real-life work activities are an important part of the training. They can contribute greatly in shaping the student's appreciation of professional and entrepreneurial outlets offered by the programme. Where appropriate, it is recommended to dedicate one such session in the schedule of the course. In a similar vein, participation of students in the sector (through relevant presentations, seminars, exhibitions etc., events for professionals and practitioners) should be encouraged.

Basic teaching equipment is at a good level, such as digital (CNC) equipment. The relatively modern laboratory equipment corresponds to the current industry practice as do the software and workflow approaches. Specifically, PS provides adequate laboratory settings, capable to support the practical objectives-needs. Labs are now equipped with modern machines. For example, 3-axis router, CNC lathe, and laser cutting equipment are the basic machines that introduce students to modern technologies. Also, the installation of new conventional (classic) woodworking machines has been scheduled. The combination of conventional and modern equipment will provide complete knowledge in a practical level to the students. Also, computer rooms with special

software are available to the students for the accomplishment of PS's objectives in digital design (CAD lessons).

The lack of conventional woodworking machines in the labs at the initial running semesters (especially 1st and 2nd), does not create problems in the normal provision of the courses. This happens because a) most of the courses (i.e. mathematics, technical and Free-hand Drawing, CAD I, etc.) do not require such equipment, and b) the courses that require such equipment (i.e. Materials Science and Processing Technology, Wood processing Machines, etc.) can be accomplished in the nearby laboratory of the Technical School of Limassol. For example, for the 1st semester students should move to the technical School. In this way all courses will be run continuously. When the labs will be equipped with the proper conventional machines all students can pursue their education in the new campus.

Conventional woodworking equipment could be installed inside the 'New tech workshop' or nearby venues. Details of the proposed types of appropriate conventional equipment and the prospective layout of them in the venues, is presented in the Annex.

Teacher-learner relations appear balanced, considering the small number of students and frequent interaction, particularly during laboratory practice. Students are encouraged by the teachers to take an active role in creating the learning process during laboratory practice. Students in the laboratory projects have the opportunity to see the final result of their work, and under teacher's guidance, can suggest revisions – upgrades. Generally, the educational 'environment' is amiable making students more creative. Student complaints are handled by the PS Coordinator, MIEEK Director.

2.2 Practical training

Practical training (PT) in relevant industrial settings, mostly woodworking, for a total of 12 ECTS (10% of the total). PT is accomplished in two six-week periods, one at the end of each year.

PT in relevant industrial settings provides students with specialized practical knowledge and skills, under real working conditions. In this way, students prepare themselves for a smooth transition to the employment market, consolidate and put into action their PS education.

Students PT accomplished in Cypriot enterprises in the woodworking and furniture sectors. Enterprises come in contact with the Supervisor of the PS and express their desire to employ students for PT. A dynamic list of enterprises for PT is available for all students, via PS webpage. Generally, there is a strong demand by companies for trainees.

Placement of students in enterprises for PT is accomplished by PT inspector in agreement with the student and the enterprise's director. Students record objects of occupation in daily basis in a special "Manual of Practical Training". PT is inspected by a PT supervisor during the entire period time.

2.3 Student assessment

Students are obliged to participate at least the 80% of the accomplished teaching hours. In the case that a student attends less than 80% of the accomplished teaching hours, he obtains a "Transcript' and not the qualified 'Diploma'.

Each and every course assessed through four components: participation (contributes 10% of overall mark, if the student is present at 85% of the teaching hours)), continuous evaluation (20%), mid-term assessment (30%), and final assessment (40%). Assessment is transparent and supports the development of the learner. Criteria for the method of assessment are published in advance, so students know from the beginning of each semester the way of assessment.

In case that a student be of the opinion that outcome markings during assessment disserve his performance, he behaves the right to express an objection. First he has to discuss with the examiner of the specific lesson about his marking results and if his disagreement continues to exist, submit his objection to the Supervisor of PS and the council of the PS adjudicate definitely.

Findings

All the facilities, lectures, laboratories, equipment, teaching process, and assessment methods are at a good level and are appropriate.

Strengths

Small number of students, high teacher to student ratio. Evening classes. Space and facilities with potential to expand installations, and accomodate new equipment. Access to professionally active teachers to bring in industry-relevant practices. Student assessment is appropriate and transparent. Strong, continuous offer of trainee positions by SMEs woodworking and machine shops.

Areas of improvement and recommendations

More industry visits / excursions. Include presentations and seminars from industry and technical experts. Extend and organise practice training. Create open show-room displaying students projects, create incentives e.g. selected projects to be presented at industry events, participate in design contests. Introduce career days.

The existing laboratory equipment is modern and satisfies the objectives of the PS, but there is a lack of conventional woodworking equipment. The existence of this equipment in the nearby laboratory facilities in Technical School of Larnaca, will solve the problem at the beginning. In the immediate future, conventional wood working equipment must be installed in AITE.

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	Partially 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

Generally, the PS Coordinator has a key role for staffing courses with appropriate specializations. National call of expression of interest for applicants are publicized in the press and posted on the Internet by the Ministry of Education. Every candidate can easily be informed about this. This is a transparent procedure.

Each position concerns a particular course. In this way the most experienced applicants from Cyprus can be attracted. Applicants submit academic qualifications, teaching experience, professional experience, research and development work, relevant consulting services, professional achievements. Submissions are sent to the Ministry of Education.

Detailed guidelines for recruitment of teachers are easy accessible to the applicants. The evaluation of applications uses a grading system with clearly stated and applied criteria. Teaching staff is contracted for a three-year period. New teachers participate in an adult education seminar.

Positions for Laboratory Technical Staff (e.g. carpenters, cabinet-makers, wood-working practitioners) are usually not filled. This impacts the delivery of the practice-based courses. In these types of courses the presence of technical staff is necessary for the successful completion of the projects and the connection of the theoretical part of the lesson with the practical (laboratory).

Students participate in the evaluation of teacher's performance in every course. Evaluation is based on an official questionnaire and accomplished anonymously by the students. Besides teaching staff, students evaluate the courses and the management of PS.

3.2. Teaching staff number and status

The teaching staff includes two members of permanent staff and nine part-time members of visiting staff on three-year contracts. The teaching staff covers adequately the entirety of the courses of the Programme of Study.

Some members of part-time teaching staff spend additional time to commute between Limassol and their home.

Meetings between individual teaching staff and the Supervisor of the PS can take place every working afternoon. The Supervisor is always present (every afternoon) during the

delivery of courses. The meeting between staff is on-line (via internet special platforms, e.g. MS-Teams), given the different locations of staff.

3.3. Synergies of teaching and research

This is a EQF Level 5 Programme of Studies, which not organically related to research. Knowledge of sector innovations is provided through the active participation of most teachers in industrial practice.

The teaching staff publications are within discipline. Also, there exists a dynamic internal process for developing teaching skills.

Findings

Transparent and appropriate system for selection of educators. Adequate staff in number and qualifications. Professionally engaged teachers and evening hours creates difficulties in the coordination between teachers. Selection criteria for technical laboratory staff can lead to vacant positions (no eligible applicants). Some members of visiting staff spend additional time to commute between Larnaca and their home. This may create a disincentive and may discourage experienced qualified professionals active in the woodworking industry for applying for available positions.

Strengths

Appropriate teachers as they combine academic qualifications with professional experience and practice.

Areas of improvement and recommendations

Investigate and develop ways to avoid vacant positions of technical laboratory staff (e.g. relax selection criteria, use a cascade evaluation system). Research ways to introduce subsidies to cover the transportation costs for out-of-city teaching staff. Generally, a higher salary- reward for part-time teachers, could attract more and highly experienced staff.

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	Partially 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

Open calls for student candidatures are published yearly in the press and on the Internet. The call states clearly the overall access policy, the preconditions and criteria for admission, and the procedures for the submission and evaluation of applications. Applications are accepted within an eight-week period (typically spanning June and July). The instructions for applicants are published at the beginning of this period (6 June 2022 for entrants in the forthcoming study year).

4.2 Student progression

A comprehensive system for recording and monitoring student progression is in place. It is both paper and electronically based, on one hand, and on exchanges between teachers, in both formal and casual contexts. The system operates efficiently. Related action (e.g. in the case of a student's performance dropping, or failing to take off) is timely, focused and includes addressing the issues in face-to-face discussions with the student and or teachers. Again, this high level of responsiveness is facilitated by the low number of students, the close style of interaction, and the didactic and professional experience of administrators and teachers.

4.3 Student recognition

The procedures and regulations for student recognition are well-defined and adequately published. Methods to assess and calculate student credits are compliant with the European Credit Transfer System. Completion of the Programme of Study provides a total of 120 ECTS units, corresponding to European Qualifications Framework level 5.

4.4 Student certification

Graduates of the Programme of Study receive the Higher Education (MIEEK) Title of Studies in "Computer Numerical Control - Woodworking Industry". The Title of Studies is certified by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education

(ΔΙΠΑΕ) and recognised by the Cyprus Board for the Recognition of Higher Education Qualifications (ΚΥΣΑΤΣ).

Findings

Based on the documentation and on the on-site visit, the processes and conditions for the admission of students, the monitoring student progress and the recognition of title obtained are clearly defined and publicly available.

Strengths

The structures of the Programme of Studies display a high degree of responsiveness in monitoring and reacting to the students' progress (or lack thereof).

Areas of improvement and recommendations

Publishing the criteria for admission sometime ahead of the start of the application period would improve the exposure and attractiveness of the programme to potential students.

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

The present teaching and learning resources are adequate, easily accessible, and all fit for the purpose of current courses and programmes. The PS can also accommodate a slight increase in the number of students.

Where appropriate, flexible approaches to learning are to be implemented, e.g. to carry out many individual (technical) projects for the students. This can be very beneficial.

The current programme, definitely, corresponds to the requirements of the Cypriot wood-working enterprises. It may be extended to other types of enterprises as well; for instance, in aluminum-working small enterprises, or even construction companies which utilize HPL or WPC products, which mostly use CNC machinery in their production. This will further increase the potential of the graduates to find employment.

In addition, the programme has the advantage that a similar one has run for the last six years in MIEEK in Larnaca, so the staff (teachers, coordinators, etc.) possess high level of experience.

It seems that the teaching materials are readily available to the students from the teaching staff or through the library, for example.

Other flexible modes of learning should be taken into consideration, for instance: i) “project” type homework for the students to do at home, and, ii) higher number of daily excursions to the production sites of industrial wood enterprises. This will help students learn more about their future working environments in Cyprus.

5.2 Physical resources

The physical resources, as noted, are adequate in the school, and can be easily accessible. This fits the purpose of courses.

Obviously, there are benefits from the installations of the AITE of Limassol. This includes: easy-to-find parking, office spaces for the administration and the teaching staff, as well as canteen, library, and noticeably, plenty of lecture rooms, drawing (CAD) room, IT rooms and facilities, and storage rooms.

The EEC was also informed about the upcoming installation of some new equipment -very soon- which is expected to enrich further the overall physical resources.

The EEC is satisfied with the level of the new CNC-working laboratory ('new tech workshop'). Conventional equipment could be established in nearby rooms. A possible approach is outlined in the Annex.

5.3 Human support resources

During course hours, the teaching staff is readily and continuously available to provide support to students' requests and questions. This is obviously facilitated by the relatively high teaching staff to student ratio.

The level of management is adequate as are the number of administrative and technical staff. In some cases, the EEC strongly recommends more (1-2) laboratory technical staff (e.g. carpenters, cabinet-makers, wood-working practitioners) be employed because this will significantly improve the quality of the PS. Such positions were vacant last year for reasons discussed above. The Ministry of Education, as well as the DIPAE can assist in solving this basic problem. Such experienced technical staff can assist in the laboratories, especially those related with the practice-based courses (e.g. furniture- and CNC- related courses).

5.4 Student support

The PS supports different student profiles as can be seen by the diversity in the student population with respect to employment and family status, age, working background etc. However, the general student support provided is at a satisfied level.
No support service is provided for students (1 or 2), who have special needs (e.g. dyslexia). This may be addressed by the administration.

Findings

In general, the teaching, physical, human and student-related resources are adequate.

The field of CNC, and the woodworking industry itself, is characterised by rapid technological advancement relating specifically to new materials and digital technologies. At the same time, the sector is expected to experience a larger growth, also indicated by the high demand for the CNC equipment, as a whole. Graduates of the present PS will be employed very quickly, we would expect, given the strong demand in the woodworking industry.

Strengths

The current resources, combined with the synergy with the Technical School of Limassol (especially the first academic year), in sharing installations are satisfactory. Also these are within the same urban area, in an accessible location. The EEC thinks that there is a potential to accommodate a moderate expansion of the programme.

Areas of improvement and recommendations

In view of the dynamic features of the CNC-relating industry in Cyprus, the EEC considers this PS as an important one, having also a main challenge of ensuring that resources will continue supporting the competitiveness edge of the PS. The latter means continuous adaptation to the societal and market needs.

The upcoming installation of some conventional equipment is expected to enrich further the overall physical resources.

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	Partially compliant
5.2	Physical resources	Partially 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

This chapter (6) is not examined by the EEC, since it is **Not Applicable** for the PS.

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?*
- *Can you please provide us with some 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	Not applicable
6.2	Proposal and dissertation	Not applicable

6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

The present evaluation of the EEC revealed that the present status of the program study (PS) is "**positive**".

The PS is new, but a similar one has been carried out, since 2016, in a proper way in Larnaca. Lots of potential exist for it, since presently the Cypriot market is growing and the related wood-working enterprises are expanding, also due to the tourist market (see wooden articles and furniture, and other timber-relating structures).

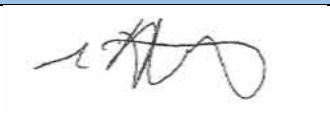
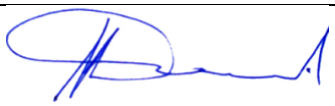
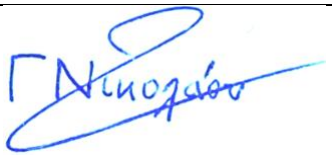
Overall, we can summarize in the following important points:

- The PS offers a high quality vocational training in an industrial sector, which has significant market pull.
- The PS complies with the EQF level 5.
- Although the PS is new, the staff is experienced in running that in a proper way.
- The PS has gathered hands-on experiences and quite significant learnings.
- These learnings, in conjunction with trends in the wood-working industry, are reflected in and drive the adaptation of the curriculum.
- Directions for how to equip the workshops with conventional equipment is outlined in the Annex.

The EEC further suggests to DIPAE to strengthen even more the content of the programme, in the near future, as follows: «***Design & CNC Technology – Woodworking Industry***» *(«Σχεδιασμός & Τεχνολογία CNC – Ξυλουργική Βιομηχανία»).* This will make it even more attractive to students resulting in more enrollment to the better serve industry demand

In conclusion, the specific program study is a very important one in the educational system of Cyprus. It must be supported by any possible means by the Ministry of Education of the Cyprus Government.

E. Signatures of the EEC

Name	*Signature*
Prof. Morris Altman	
Prof. Sotirios Karastergiou	
Prof. Constantinos David	
Prof. Amalia Tsiami	
Mr. George Nikolaou	

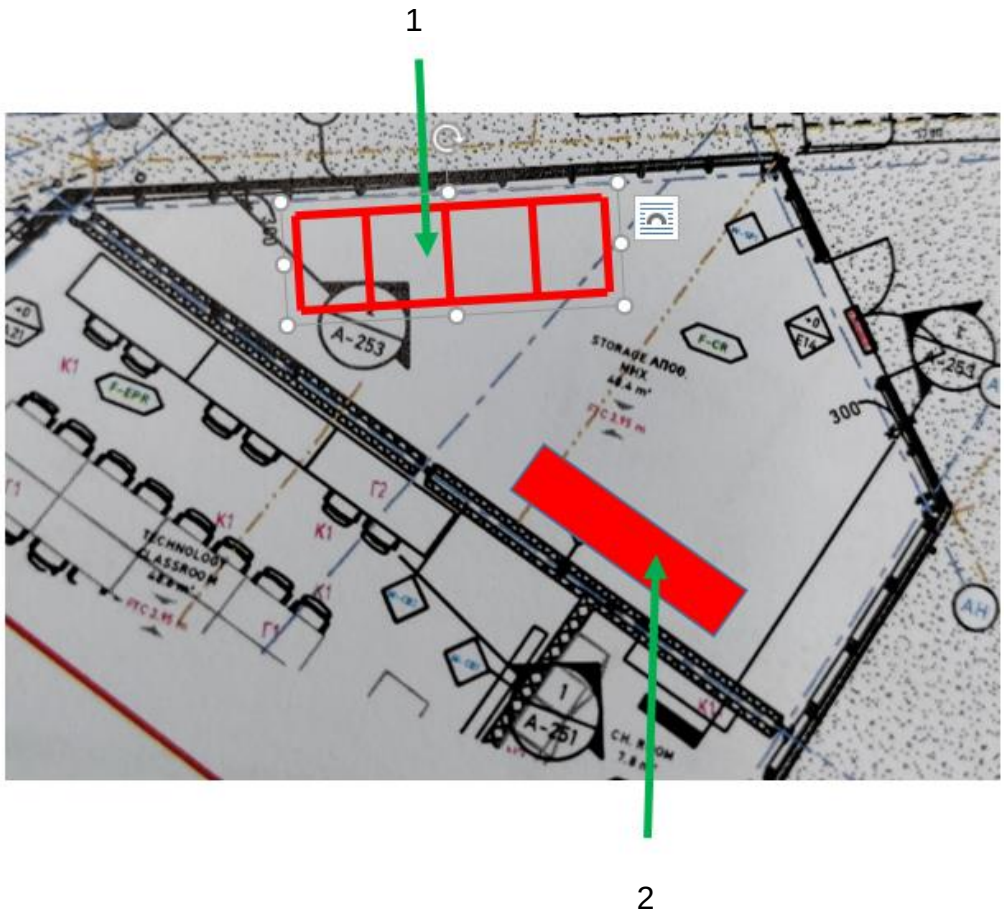
Date: 11 Sept 2022

ANNEX

Proposed layout of conventional equipment in “New Tech Workshop - *NTW*”.

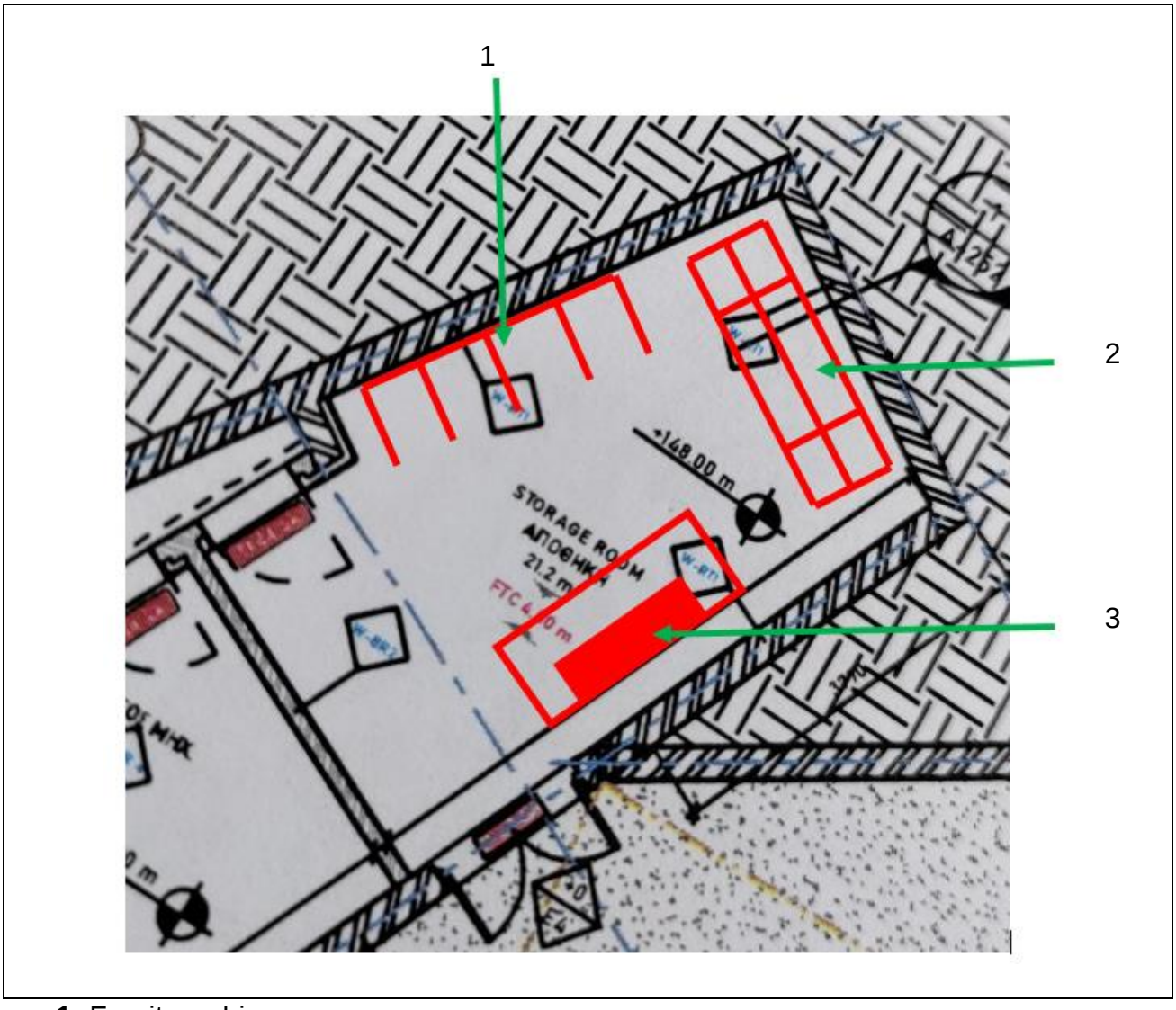
1: Sliding table panel saw with digital control.
2: Combination machine (planner, thickness planner, spindle moulder (with router), mortise).
3: Bandsaw.
4: Woodworking bench.
5: Air compressor.

Proposed layout of conventional equipment in “Wood Processing Lab - *WPL*”.



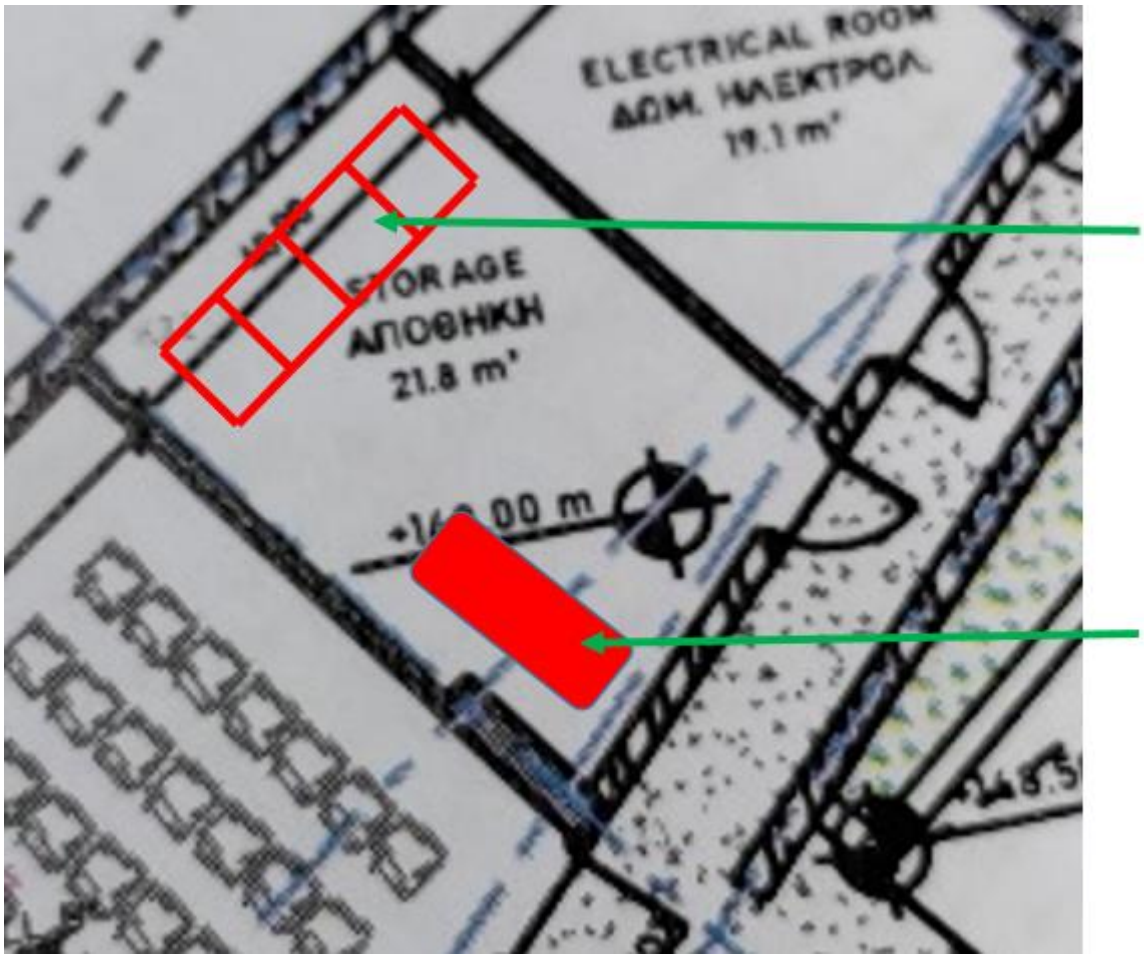
1: Storage area for raw materials
2: Vertical panel saw with digital control

Proposed layout of conventional equipment in “Wood Finishing Lab - *WFL*”.



1: Furniture drier area
2: Lacquer room
3: Furniture grinding area

Proposed layout of conventional equipment in “Recyclabe Residues Area - *RRA*”.



1: Area of recyclable wood residues
2: Extractor hood