

Doc. 300.1.1

Date: Date.

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):** School/Faculty
- **Department/ Sector:** Higher Vocational Education and Training
- **Programme of study- Name (Duration, ECTS, Cycle)**

InGreek:

Ψυκτικές και Κλιματιστικές Εγκαταστάσεις

In English:

Refrigeration and Air Conditioning Installations

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek:Concentrations

In English:Concentrations



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

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the premises of AITE (Absolute Institute of Technical Education) in Limassol on 7th and 8th of September 2022.

The EEC had the opportunity to meet with the Institution's Officials and the AITE representatives (Administrative staff, Teaching staff, and Students), as well as to carry out an on-site inspection.

The meeting opened with an introduction from the MIEEK General Manager Dr. E. Margadjis followed by a presentation of the new building of AITE by the design and construction team. Afterwards, the EEC held a constructive discussion with the Administrative and Teaching Staff of the Institution. A detailed conversation was also carried out with the student representatives.

Finally, the visit included a tour of the AITE's facilities. The EEC members had the opportunity to inspect the facilities and the Laboratories where the study programmes will be performed.

The whole on-site visit was conducted in an extremely friendly, engaging and professional atmosphere. The management and the staff of the Institution seem to embrace and welcome such an extensive external evaluation, considering it a valuable meeting and as a means of improving both their teaching delivery and overall provision.

The report is structured along the lines requested by CYQAA. Each section includes an analysis of the findings of the EEC and recommendations. We hope that the report outcomes will be viewed in a constructive manner by the management and staff of the Public School of Higher Vocational Education and Training (MIEEK) and its Branch Absolute Institute of Technical Education (AITE) in Limassol.

EEC expects that MIEEK and the Local Branch AITE will find creative ways of facing the challenges in an ever-changing labour market.



B. External Evaluation Committee (EEC)

Name	Position	University
Morris Altman	Professor and Dean	University of Dundee
Sotiris Karastergiou	Professor	University of Thessaly
Constantinos David	Professor	International Hellenic University
Amalia Tsiami	Professor	University of West London
Georgios Nicolaou	Student	Cyprus University of Technology

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:*
 - *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*

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*
 - *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*
- *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?*

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.

1.1 Policy for quality assurance

Quality Assurance is derived from the relevant Quality Assurance Policy of the MIEEK and is specified in the Quality Assurance Manual, which covers all the curricula of the MIEEK and is available on the Institution's website. The Quality Assurance Manual describes all the actions carried out by the Management of the MIEEK, in accordance with the requirements of the Quality Assurance and Accreditation Agency for Higher Education (CYQAA) and the requirements of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

The necessary Quality Assurance mechanisms have been fully adopted by MIEEK. For this purpose, a competent Central Internal Quality Committee of the MIEEK has been established, which operates in full cooperation with the Central Management of the MIEEK with the aim of ensuring a high level of quality of the delivered study programmes. Additionally, the Local Internal Quality Committee deals with quality assurance issues at the local level and is composed of the following members:

- The Quality Assurance Officer
- The District Director
- The Deputy District Director
- The Academic Coordinators of the Study Programmes
- A representative of the students

The role of Quality Assurance Supervisor of each specific Programme of Studies is assumed by the Academic Coordinator of the Programme. The Internal Quality Committee plays a particularly important role, consistent with the requirements of the institutional framework for the evaluation of Higher Education. The role of the Internal Quality Committee is to coordinate and support all internal and external evaluation processes of the Programmes of Studies, based on the standards set by the Quality Assurance and Accreditation Body for Higher Education of Cyprus (CYQAA).

In this context, all the Quality Assurance procedures provided by the principles of the European Higher Education Area (ESG) are followed in order to continuously improve and upgrade the curricula of MIEEK, with a view to their compliance with the European Criteria and Quality Indicators, as well as with the European Policy on Student Mobility and Mutual Recognition of Qualifications.

The role of students in the Quality Assurance System consists in the following:

- participation in the Internal Quality Committee and in the Disciplinary Committee
- participation in the Study Programmes Committees
- participation in the evaluation of the educational process
- participation in the meetings and interviews with the Expert Committees during external evaluations.

1.2 Design, approval, on-going monitoring and review

The curriculum under evaluation has been designed and developed following a feasibility study carried out by the Federation of Employers & Industrialists (OEB) as reported during the external evaluation meetings.

The procedures outlined in the Quality Assurance Manual are followed for approval of the Curriculum. These procedures involve the relevant Committees of the MIEEK at Central and Local level, and at the final stage the accreditation through the Quality Assurance and Accreditation Agency for Higher Education (CYQAA).

The proposed Programme of Studies is identified according to the European Qualifications Framework (EQF) at level five (5) of Higher Vocational Education and Training (HiVET) and certainly meets the qualification requirements for its graduates. In particular, the Curriculum has been developed by adopting the principles of credit allocation in all its educational components in the application of the European Credit Transfer and Accumulation System (ECTS).

The purpose and objectives of the curriculum are expressed in terms of expected learning outcomes and are consistent with the mission and strategy of the MIEEK.

The curriculum is structured in a coherent manner, which results in the subject matter and concepts that serve as prerequisites precede the teaching of other more complex and cognitively demanding concepts.

Courses' content might be updated when necessary by introducing modules to reflect the latest achievements/developments in technology. In this process are involved the teaching staff, students, and industry stakeholders.

There are specified comments regarding the syllabus of the offered modules of the course.

It is warmly proposed to change the title of the study programme to "Refrigeration and Air Conditioning Installations" instead of "Cooling and Air Handling Installations".

1.3 Public information

The Programme of Study, as well as the required information regarding the procedure pertaining to the students' admission application, are posted on the website of the MIEEK.

Along with the announcement on the MIEEK website, a broad information campaign is being launched through television and social media to attract the interest of future students.

The selection of the students admitted is fully transparent and based on a point system, whose criteria are also being announced on the MIEEK website.

With respect to the study programme all relevant information is publicly posted on the MIEEK website and includes:

- Structure of the programme
- Learning opportunities and graduate employment
- Detailed courses outline (Title, ECTS, Objectives, Learning Outcomes, Content, Teaching Methodology, Bibliography, Assessment)

1.4 Information management

Concerning the quantitative measurement of the educational outcome of the Study Programme under evaluation, as well as the achievement of programme objectives, the following indicators are considered:

- Exam pass rates
- Average study duration
- Rate of graduates getting a job
- Rate of students and graduates satisfied
- Rate of employers satisfied with the performance of internship students

The data collected are primarily evaluated by the Internal Quality Committee with the aim of making improvement interventions.

All information in the context of the evaluation of the Study Programme is handled in accordance with the rules set out in the Personal Data Protection Regulation (GDPR).

In the external evaluation meeting was also presented the newly developed information platform, which aims at supporting students in their professional career. This will furthermore reveal the acceptance of the MIEEK in the labour market. The EEC proposed the upgrade of the information platform in order to embrace graduates as well. The tracking of the professional path of the graduates will further consolidate the role of MIEEK in the vocational education area.

Strengths

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

- 1) The Study Programme under evaluation covers fully the labour market needs for the asked specialisation.
- 2) Students are actively involved in the quality assurance processes. Through structured questionnaires, the educational process is evaluated regarding the following topics:
 - course implementation
 - teaching competence of the teaching staff
 - technical means and infrastructure in the context of the training and practical exercise provided

The questionnaires are completed anonymously by the students for each course separately by means of an online application. The results of the students' evaluation are taken into account by the Internal Evaluation Committee in undertaking interventions to improve the education provided.

- 3) The teaching staff as well as external stakeholders contribute in the design of the programme
- 4) The digital platform where students and employers are registered contributes to the effective transition of students into the labour market.

Areas of improvement and recommendations

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

There are some specified comments regarding the syllabus of the offered modules. They are noticed in an attached file to this report with the title "REFRIG Course Syllabus_Comments".

The title of the study programme has to be changed to "Refrigeration and Air Conditioning Installations" instead of "Cooling and Air Handling Installations".

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

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

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.*

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.*

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.*

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.

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

The EEC, taking into account the internal evaluation report of the Study Programme, as well as the information disseminated by the teaching staff and students during the onsite visit, ascertains that there is insufficient organisation and implementation of the study programme.

At the beginning of each semester, each lecturer provides students with all necessary information regarding the course to be taught, outlining the course objectives and learning outcomes, the proposed bibliography, the assessment methodology, the schedule of midterm/final examination, etc.

All the required teaching support infrastructure is in place. Each student is offered access to a web-based platform (Moodle), where they using their own account can find the adequate supporting material for each course. Additionally, the Office365 tool is available to support students in working out their assignments. The use of Turnitin plagiarism software both from teaching staff and students contributes also to a more effective implementation of the Study Program. Most of digital technologies supporting the face to face and remotely teaching have been adopted. The classrooms are equipped with devices that facilitate teaching.

In the workshops, the necessary equipment for students' training has been installed. It covers the needs of the courses and is compliant with the state-of-the-art of related technologies.

The Academic Coordinator, in cooperation with the teaching staff in order to build up links with the industry, invites guest instructors to enhance the outcome of the study programme.

A further noticeable finding is that the teaching staff involved in the study programme have a good professional background and adequate industrial experience.

2.2 Practical training

The internship is carried out in two phases, namely at the end of the 1st and 2nd year and lasts 6 weeks. Therefore, the appropriate credits (ECTS) are allocated.

The possibility of carrying out an internship abroad within the framework of the European ERASMUS+ programme also exists.

The internship is fully documented by means of the internship booklet.

The students get at the start of their studies the internship booklet, which outlines the framework of practical training (e.g. student obligations, internship supervision).

During the implementation of the internship, the supervising teaching staff, in cooperation with the internship supervisor from the company, evaluates the performance of the student, by means of on-site visits and interviews.

At the end of the internship, the student submits the internship booklet describing in detail the activities in which he/she was engaged and the supervisor completes his/her evaluation comments.

2.3 Student assessment

The student assessment procedure is adequately described in each course syllabus, and follows the guidelines set out in the studies regulations.

It is reasonably adapted to the requirements of each course individually, in terms of the course mode, i.e. whether it is a practical, theoretical or hybrid one.

The programme of study leads to a 5 level degree according to the European Qualification Framework.

All examination procedures, re-examinations, specific grading criteria, assessment mode examination, grade review process and distinctions are described in the Studies Regulations and are known to students from the start of their studies.

Strengths

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

Very well documented studies regulations.

Particularly positive (good practice) is the small number of students enrolled in the programme.

In this way, an extremely reasonable student/faculty ratio is achieved, ensuring direct and effective communication.

Students can interact with the teaching staff in favour of the learning outcome both on the theoretical courses and in the practical training, where they receive direct guidance.

At the same time, mentoring procedures are also in place.

The facilities are adequate for the program requirements. The classrooms and the workshops are suitably equipped in order to provide feasible teaching, learning and training interaction.

The educational process may be carried out both face to face and online.

The successful implementation of the ERASMUS+ programme regarding student mobility and work placements.

The existing framework of student support and welfare services in combination with the experience gained over the past years is an additional strength of this curriculum as well.

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.

None.

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

Sub-area	<p style="text-align: center;"><i>Non-compliant/ Partially Compliant/Compliant</i></p>
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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.

3.1 Teaching staff recruitment and development

The teaching staff recruitment process, as well as the qualifications required from the teaching staff are thoroughly depicted in the Studies Regulations of the MIEEK.

There is an effort to attract visiting professors of recognised competence.

MIEEK encourages actions for the improvement of the teachers' qualification and skills, through the organisation of training programmes, workshops etc.

3.2 Teaching staff number and status

In the frame of the study programme under evaluation, a list of the involved teaching staff with their CV's has been provided to EEC. There are ten (10) appointments to teaching staff. Six (6) of them are full time staff and four (4) part-time. In to the above, the Study Programme Coordinator is going to teach 6 hours/week.

The EEC considers the number of the teaching staff is adequate to support the study programme under evaluation.

All staff (full time and part-time) are qualified above the level of the program where they teach.

The committee met with some members of the teaching staff and was completely satisfied with their qualifications.

All instructors, particularly those with a broad professional experience, have a significant background in vocational education.

3.3 Synergies of teaching and research

Research activity does not apply at this stage due to the vocational nature of the study programme.

However, EEC encourages the members of the Teaching Staff to participate in research projects.

Strengths

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

In accordance with the studies regulations, the policy of the Public School of MIEEK is to employ teaching staff who come from the industry sector, the staff to be consistent with the nature of the Study Programmes and to contribute to their quality and flexibility. The staff curricula show that this objective has been achieved to a very satisfactory degree.

There is also provision for further education and training of teachers, through the Training Programmes.

In addition, the Academic Coordinators of the Programmes have the responsibility to prepare and organise training seminars, according to the needs of each Programme of Studies.

Through the Erasmus+ Programmes, a number of teachers are trained on specific subjects relevant to the Study Programme. The EEC recommends this practice to be followed in the future.

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.

None.

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

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

4.1 Student admission, processes and criteria

The maximum number allowed to be admitted in the study programme amounts 20 students.

This number has been determined in accordance with the policy described in the Quality Assurance Manual and the Chapter of the competent Agency, and takes into account the needs of the industry.

The application and admission procedure is described in the Regulation of Studies

There is a special form with the Grading System for the selection of students in the Public School of Higher Vocational Education and Training MIEEK for the Academic Year 2020-2021.

Also in the Regulations of Studies there is a detailed description of the Procedure and Criteria for Admission of Students.

The Diploma of Studies is accompanied by an additional document (Diploma Supplement) in accordance with the European and International Regulations.

4.2 Student progression

The students evaluate the teaching and there is a feedback to the relevant instructor. This is described in the Quality Assurance Handbook of the MIEEK, in the Role of Students in Quality Assurance, where at the third level the role of students is to actively participate in data collection, particularly with regard to methodological tools, with questionnaires for lecturer and programme evaluation by students and graduates. The relevant questionnaires were not provided, and the results are not available, since this is a new curriculum.

4.3 Student recognition

The programme is offered by a public recognized institution under the hospices of the Ministry of Education. The diploma at the end is of Level 5B according to European Qualification Framework which allows students to progress to HNDs, i.e. Level 5 in UK HEIs.

4.4 Student certification

Upon completion of the 2 years study, students receive their Diploma, a Transcript that includes the grades of all modules that the student attended, as well as the Diploma Supplement.

Strengths

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

The Admission criteria and requirements are clear and the support mechanisms for the students that cannot reach the criteria are also clear.

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.

None



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

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

5. Learning resources and student support(ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

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.

5.1 Teaching and Learning resources

The means provided for the implementation of the curriculum are fully adequate and appropriate taking into account the nature and objectives of the programme.

The space and layout of the classrooms and workshops are entirely satisfactory, particularly in view of the small number of trainees.

Certainly, the available resources support a student-centred learning and sufficient practical training.

The experience gained on distance learning is an additional element for the smooth running of the programme.

5.2 Physical resources

The facilities and the equipment at all sites are sufficient to ensure consistence in learning and training.

Supplying and updating of equipment and consumables is guaranteed due to the National and European funding until 2027.

5.3 Human support resources

Sufficient human resources have been provided for the operation of the study programme, for the administration, due to the well established structure of the MIEEK.

5.4 Student support

There are policies that provide academic support to students. The role of the local academic coordinator of the study programme is crucial, as he maintains personal contact and communication with the students, due to the small number of students enrolled in the programme.

There is significant experience and motivation to support student mobility to get practice either in Cyprus or abroad.

Strengths

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

The facilities and equipment are fair up to date and innovative.

The Institutions is well resourced financially, and supports the welfare of the students.

The future plans of MIEEK are also ambitious and in line with current governments' projections in relation to number of students to enrol in the near future and targets

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.

None

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

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

You may also consider the following questions:

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

Not applicable

Strengths

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

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.

Not applicable

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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 committee, having spent two days in the Institute at the MIEEK branch in Limassol and upon the discussions in the frame of the meetings with the Institute staffs as well as on the on-site inspection of the facilities, has reached the following main conclusions:

The study programme is clear and up-to-date and suitable vocational education and training is provided .

Industry stakeholders also provided support to the programme and made proposals to the design of the modules.

The Institute has good links with the industry and the students are well employed after graduation.

The teaching staff (full time and part-time) are at high standards.

The facilities and equipment are fair, up to date and innovative.

Student assessment is designed in a way to reflect on the purpose of curriculum and the learning outcomes.

In general the view of the EEC, is that the Study Programme has a lot to offer to the local community and industry and generally the Cypriot student cohort.

Specified comments regarding the syllabus of the offered modules are directly noticed on the application file under evaluation with the title "REFRIG Course Syllabus_Comments" attached to this report.

It is warmly proposed to change the title of the curriculum to "Refrigeration and Air Conditioning Installations" instead of the title "Cooling and Air Handling Installations"

E. Signatures of the EEC

Name	Signature
Morris Altman	
Constantinos David	
Sotiris Karastergiou	
Amalia Tsiami	
Georgios Nicolaou	

Date:Sept 10, 2022