Doc. 300.1.2

Date: 02/04/2026

Higher Education Institution's Response

- **Higher Education Institution:**
  Public School of Higher Vocational Education and Training – MIEEK
  Δημόσια Σχολή Ανώτερης Επαγγελματικής Εκπαίδευσης και Κατάρτισης - MIEEK
-
- **Programme of study**
  Name (Duration, ECTS, Cycle): 2 years, 120, 4 semesters

  In Greek:

  Εργοδηγός Δομικών και Τεχνικών Έργων

  In English:

  Foreman for Building and Technical Works
- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
While stakeholder engagement is already established, further strengthening collaboration with ETEK would enhance professional recognition, sectoral integration, and long-term positioning of the Foreman Programme within the construction ecosystem. Closer alignment with ETEK could support clearer professional pathways, reinforce quality standards, and increase the programme's visibility within the engineering and construction community.	The Institution has initiated actions to further strengthen stakeholder engagement and enhance the professional positioning of the Foreman Programme within the construction sector. In this context, the Institution is currently exploring possibilities for closer collaboration with key professional bodies, including the Cyprus Scientific and Technical Chamber (ETEK) and the Council for the Registration and Control of Building and Technical Works Contractors, which are directly linked to the construction industry. Consultations and discussions with these organizations are currently under exploration to identify potential areas of cooperation related to professional standards, labour market needs, and the role of foremen within construction projects. Through these efforts, the Institution aims to contribute to a clear definition of professional roles and responsibilities within the sector, increase employer awareness of the programme, and further strengthen the visibility and professional recognition of the Foreman Programme within the engineering and construction community. Attached is the form, which will be completed during meetings with stakeholders.	Choose level of compliance:
An important strategic development area concerns the formal regulation and clearer definition of the foreman profession within the construction industry. The clarification of professional roles and responsibilities, enhanced employer awareness of the	In parallel, the programme continues to strengthen its engagement with industry stakeholders through regular communication with construction companies, which visit the school to provide information and recruit students, as well as through	Choose level of compliance:

programme, increased absorption of graduates into the labour market may be steps to be considered. Formal recognition mechanisms would further strengthen the programme's sustainability and graduate employability.	meetings with employers and the involvement of professionals from the construction sector in educational activities and programme consultation processes. Students are offered opportunities for internships, while in the next phase, the programme aims to organize a Technical Professions Day in collaboration with Technical Schools and industry partners. A Technical Professions Day has already been scheduled for 13/06/2026. Additionally, efforts are being made to introduce realistic projects provided by companies that students will undertake as part of their semester work. The programme also participates in national competitions such as SkillsCyprus (29–31/10/2026), where students will once again take part this year, aiming to qualify for EuroSkills. These initiatives give students the experience of working under competitive conditions, while companies observe both as sponsors and potential employers. Efforts are further made to strengthen the procedures for achieving formal institutional recognition, through the involvement of the Ministry of Labour and the organizations operating under its authority. These actions aim to support the employability and labour market integration of graduates.	
Although the teaching staff consists of qualified and chartered engineers and architects with experience at the construction site, opportunities for structured and continuous professional development should be further enhanced. Targeted training, pedagogical development, and industry-updating initiatives would support, ongoing curriculum modernization,	With regard to academic staff development, the Institution supports continuous professional and pedagogical development of teaching staff, with a significant proportion having already completed one-year pedagogical training and professional development programmes offered by the Pedagogical Institute of Cyprus and the University of Cyprus,	Choose level of compliance:

adoption of innovative teaching methodologies and strengthening of industry-academia linkage.	while all remaining staff are expected to complete such training on a mandatory basis in the near future, focusing on continuous professional learning, teaching methodology, assessment, and educator support. Academic staff are encouraged and given the opportunity to participate in training seminars, professional workshops, and industry-related activities. In addition, through the Erasmus+ Programme, the academic staff have the opportunity to participate in mobility activities such as job shadowing, staff training, and seminars abroad. These opportunities support the continuous updating of technical knowledge, the exchange of best practices, and the adoption of innovative teaching methodologies within the programme.	
The identified areas for improvement primarily relate to strengthening professional recognition, regulatory clarity, ministerial coordination, and structured professional development. Addressing these dimensions would enhance the programme's institutional robustness, graduate employability, and long-term strategic sustainability within the evolving construction sector of Cyprus.	The Institution has initiated actions to strengthen professional recognition and regulatory clarity by engaging with the Council for the Registration and Control of Building and Technical Works Contractors and relevant authorities. Ongoing collaboration with ETEK and other industry stakeholders supports ministerial coordination and ensures alignment with labour market needs. In parallel, structured professional development for teaching staff is promoted through targeted pedagogical training, workshops, and Erasmus+ mobility opportunities. These measures aim to enhance the programme's institutional robustness, graduate employability, and long-term sustainability within the construction sector in Cyprus.	Choose level of compliance:

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
There aren't many areas that the committee felt there should be improvement. The faculty has already detected that in the next stages of planning external stakeholders, such as ETEK, should be formally involved in discussing the content of the course. However, all parts recognize that the existing syllabus is in full agreement with the needs of the stakeholder and the market. So the future plan that the faculty has for involving external stakeholders officially in discussing the future learning outcomes is the right idea.	The Institution acknowledges the recommendation regarding the formal involvement of external stakeholders in the review of the programme's content and learning outcomes. The programme is currently exploring mechanisms for more structured stakeholder participation in future curriculum review processes. In this direction, the Institution is in consultation with key sectoral bodies such as the Cyprus Scientific and Technical Chamber (ETEK) and the Council for the Registration and Control of Building and Technical Works Contractors, as well as representatives from the construction industry. The aim is to further strengthen the alignment of the programme with labour market needs and sectoral developments.	Choose level of compliance:
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Both of the recommendations have to do with actions form the ministry of Education and public Universities that could benefit the very skilled teaching staff of MIEEK: Perhaps the ministry of Education (in lack of a University employer) could consider contributing to the fees of their teaching staff to ETEK since the teaching staff greatly benefits from the professional development offered by ETEK and makes an outstanding use of such resources. The public Universities could formalize schemes to allow for the teaching staff of MIEEK to collaborate on research programmes.	The Institution acknowledges the recommendation regarding further support for the professional development and research engagement of the teaching staff. Opportunities to support participation in professional bodies such as the Cyprus Scientific and Technical Chamber (ETEK) are being explored in consultation with the Ministry of Education, Sport and Youth of Cyprus, within the existing institutional framework. The Institution is also actively participating as a partner in a proposal submitted in collaboration with the National Technical University of Athens for a European programme under Erasmus+ Alliances for Innovation Lot 1. Furthermore, the Institution is exploring collaborations with universities to enable joint hands-on workshops and practical learning experiences, fostering mutual knowledge exchange while supporting staff professional development.	Choose level of compliance:
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4. Student admission, progression, recognition and certification
(ESG 1.4)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
As feedback the following is noted. Based on discussions with students, the current diploma title, i.e. Foreman at Study Level 5B, does not appear to provide full recognition in their workplaces, particularly in relation to eligibility for promotion and corresponding salary progression. Following discussions with the programme coordinator, the EEC understands that there is ongoing legislative process with regard to study level 5B and 5C, and when this process is concluded it is anticipated that Level 5B Foreman qualification would get official status enabling it to receive appropriate recognition concerning promotion and salary.	The Institution confirms that the programme is a two-year Level 5B qualification specifically designed for the foreman profession. Formal actions have been initiated to strengthen the professional recognition of the diploma, including a proposal to the Council for the Registration and Control of Building and Technical Works Contractors and ongoing discussions with relevant authorities to support the formal recognition of the qualification. These efforts aim to improve the position of graduates in the labour market by enabling them to claim and compete for relevant professional positions in both the private and public sectors, and to enhance the professional standing of the qualification.	Choose level of compliance:
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5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
In a longer term and with the continued growth of the MIEEK programmes, there may come to a time when MIEEK as a whole could consider setting up a central professional student counselling support service.	The Institution acknowledges the potential value of a central professional student counselling service. While such a dedicated service is not currently in place, students already benefit from the DEETE online platform of the Ministry of Education, Sport and Youth, which facilitates communication between employers seeking qualified technical staff and graduates of technical and vocational education programmes, including MIEEK. In parallel, the programme is considering options for more structured career guidance support for students, exploring possible models and mechanisms for future implementation in alignment with institutional priorities and resources.	Choose level of compliance:
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6. Additional for doctoral programmes

(ALL ESG)

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7. Eligibility (Joint programme)

(ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The programme is fully consistent with all evaluation categories set for it, in terms of the structure and organisation of the curriculum, student-centred learning, teaching and assessment methods, the teaching staff and their skills, student admissions, the awarding of qualifications, and the teaching and student-support resources provided. In conclusion, the programme has received the rating "Compliant" in all individual sections, and a positive evaluation is recommended. The EEC notes several particular strengths. Students admitted to the programme are highly motivated, typically already employed in the construction sector, and pursue the qualification with clear professional objectives. Their active engagement and constructive feedback to instructors contribute positively to the continuous improvement of teaching materials and delivery. Instructors, in turn, demonstrate a commendably student-centred approach, including flexibility - while maintaining fairness and consistency - when supporting students who face exceptional circumstances (e.g., temporary inability to attend classes in person). The programme is also well supported by appropriate learning resources, including adequate printed library holdings and full access to electronic textbooks and reference materials via the MIEEK library, further strengthened by shared facilities and library resources with the First	The Institution acknowledges and welcomes the positive evaluation and the "Compliant" rating awarded by the EEC. The programme is recognised for its well-structured curriculum, student-centred teaching, committed and qualified staff, adequate resources, and strong engagement with stakeholders. The Institution continues to actively engage with professional bodies, including ETEK and the Council for the Registration and Control of Building and Technical Works Contractors, to further strengthen professional recognition, sectoral integration, and alignment of learning outcomes with labour market needs. Stakeholder feedback is regularly considered in programme planning to support ongoing curriculum improvement. Furthermore, the Institution supports the continuous professional development of teaching staff through targeted training, access to ETEK resources, and participation in Erasmus+ and other mobility programmes. Efforts are also ongoing to explore collaborations with recognised universities as partners in European programmes, while maintaining the distinct role of MIEEK as a Higher Vocational Education and Training institution focused on applied education rather than academic research. Finally, the Institution continues to monitor legislative developments concerning the formal recognition of the Foreman qualification and broader regulation of the profession, with the aim of	Choose level of compliance:

Technical Vocational School in Nicosia, as well as in Limassol and Pafos. Stakeholder feedback was consistently very positive. Representatives from ETEK, the Association of Building Contractors, and the Council of Building Contractors emphasised the programme's important role in bridging the gap between engineers and construction workers and recognised the value of its training for students' career development. Stakeholders expressed support for the diploma to be fully recognised by industry and relevant professional bodies. The EEC also notes that strong prospects for immediate labour-market absorption constitute a meaningful form of recognition and reward for students. At the same time, the EEC would like to note a practical aspect as expressed by students, that the current diploma title ("Foreman") and its associated Study Level 5B do not yet appear to secure full workplace recognition, particularly regarding promotion and salary progression. The EEC understands that an ongoing legislative process concerning the status of Levels 5B and 5C may, once concluded, resolve this issue by enabling clearer official recognition/classification of the qualification. Finally, the EEC has the following recommendations for the continued enhancement of the programme: While stakeholder engagement is already established, further strengthening collaboration with ETEK would enhance professional recognition, sectoral integration, and long-term positioning of the Foreman Programme within the	enhancing graduate employability and professional pathways once these processes are concluded.	

construction ecosystem. Closer alignment with ETEK could support clearer professional pathways, reinforce quality standards, and increase the programme's visibility within the engineering and construction community. The faculty has already detected that in the next stages of planning external stakeholders, such as ETEK, should be formally involved in discussing the content of the course. Currently, all parts recognize that the existing syllabus is in full agreement with the needs of the stakeholder and the market. So the future plan that the faculty has for involving external stakeholders officially in discussing the future learning outcomes is the right idea. An important strategic development area concerns the formal regulation and clearer definition of the foreman profession within the construction industry. The clarification of professional roles and responsibilities, enhanced employer awareness of the programme, increased absorption of graduates into the labour market may be steps to be considered. Formal recognition mechanisms would further strengthen the programme's sustainability and graduate employability. Although the teaching staff consists of qualified and chartered engineers and architects with experience at the construction site, opportunities for structured and continuous professional development should be further enhanced. Targeted training, pedagogical development, and industry-updating initiatives would support, ongoing curriculum modernization, adoption of innovative teaching		

methodologies and strengthening of industry-academia linkage. Currently this is largely achieved through the teaching staff having access to ETEK resources. As such perhaps the ministry of Education (in lack of a University employer) could consider contributing to the fees of the teaching staff to ETEK. Furthermore, the public Universities could formalize schemes to allow for the teaching staff of MIEEK to collaborate on research programmes. Overall, the programme is well designed, effectively delivered, and supported by engaged students, flexible and committed staff, adequate resources, and strong stakeholder endorsement. The EEC therefore recommends accreditation without condition.		
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C. Higher Education Institution academic representatives

Name	*Position*
Dr Elias Margadjis	Director General of MIEEK
Mr Kyriakos Kyriakou	MIEEK Operations and Control Officer
Mr Pantelis Zacharoplastis	MIEEK Quality Assurance Officer
Mr Andreas Roous	Academic Coordinator of the "Foreman for Building and Technical Works" Programme

Date: 02/04/2026

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