Doc. 300.1.2

Higher Education Institution's Response

Date: 07/07/2025

- **Higher Education Institution:** Public School of Higher Vocational Education and Training - MIEEK
- **Town:** Limassol / AITE
- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Μηχανολογικές Εγκαταστάσεις Κτιρίων (2 years/120 ECTS, Diploma)

  In English:

  Mechanical Installations for Buildings (2 years/120 ECTS, Diploma)
- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **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
The quality assurance procedures do exist, and relevant committees are in place. However, it is not exactly clear how these committees operate in practice, what minutes are taken during committee meetings, and how actions are recorded and followed up to ensure quality assurance is met. Formalised procedures involving the soliciting of feedback from students and staff, processing emerging matters, specific actions to provide resolution, and respective feedback were not presented to the committee. The expected timelines for each step of the process must also be specified.	We appreciate the Committee's request for greater clarity on how quality assurance is operationalized in practice, particularly regarding committee functioning, minute keeping, feedback processing, action tracking, and adherence to timelines. In response, we outline below the full QA workflow as implemented across all programmes, supported by documentary evidence in Annexes 1a to1h. This framework is designed to be systematic, participatory, and verifiably effective in ensuring academic quality and accountability. ***Quality assurance workflow*** ***Composition & mandate:*** The Academic Committee, Central and Local Internal Quality Committees and Programme Committees are reconstituted in Weeks 2-3 of every year with elected student representation. Membership and terms of reference appear in **Annex 1a.** ***Meetings & evidence trail***: Each sitting receives a serial number in the Meeting Register **(Annex 1b)** and minutes are kept on template PE.5 **(Annex 1c),** which records the decision, the person responsible, the deadline and keeps items open until proof of completion is filed. ***Feedback intake***: Four standard instruments feed the committees: formative interview (Week 9, form DA.5), student course evaluation (Week 13, AMD.7), teacher self-	Choose level of compliance:

	assessment & suggestions (Week 17, SA.1 & ED.3) and an always-open complaints form. (**Annex 1d-1h)** ***Timelines & follow-up:*** The semester timetable in **Annex 1** shows week by week deadlines from data collection to Academic Committee validation of an action plan (Week 17) and District Director confirmation (Week 18). *These steps demonstrate an evidence based, time bound and auditable QA cycle, hopefully, addressing the committee's request for clarity on practice, minute-keeping, action tracking, feedback processing and explicit timelines.*	
The lists of committee members available on MIEEK website need to be updated.	The lists of all committee members have been reviewed and updated on the MIEEK official website (https://www.mieek.ac.cy) to reflect the current structure, including the Academic Committee and Quality Assurance Committees.	Choose level of compliance:
The structure and logic of student progression in sequentially building expertise through the courses, as currently designed, is not clear to the committee. It is acknowledged that industrial stakeholders contributed to the curriculum of the program. However, the educational and pedagogical interconnection between courses and respective progression dependence needs to be elaborated.	To make the programme's progression logic explicit, we are submitting two companion documents: Annex 2a and Annex 2b. Annex 2a condenses the curriculum into a four semester learning spiral: each term deliberately revisits the same competence strands, fluid handling, energy management and control systems, at progressively higher Bloom levels, guiding students from basic recall to integrated professional judgement. The narrative identifies where each competence first appears, how it is reinforced the following semester and how it culminates in the end. Annex 2b converts that storyline into a colour-coded dependency matrix. This single page map makes	Choose level of compliance:

	vertical (semester to semester) and horizontal (within semester) links instantly visible and traceable. *Taken together, the two annexes address all four concerns raised by the committee:* ***Sequential skill development:*** *foundations are revisited and deepened, not merely accumulated.* ***Pedagogical transparency****: the rationale for every course transition is explicit.* ***Industry alignment****: each competence strand is crosschecked against the skills matrix validated by our Local Industrial Advisory Committee.* ***Concise, auditable evidence:*** *Both documents can be reviewed side by side and will be refreshed annually within the programme's quality assurance cycle.*	
Furthermore, it is not exactly clear why common mechanical installations like lifts have not been included in the curriculum. Perhaps one could include the basics of lift operation in one of the existing courses, like "Basic Principles of Mechanical Installations" in the first year of study, and/or develop a new dedicated module on "Lifts" to be taught in the second year.	We have acted on the committee's recommendation by embedding lift-related content at two complementary points in the programme: ***First-year foundation:*** Basic Principles of Mechanical Installations (MECH 0104) now includes a new syllabus unit, "Basic principles of vertical transportation installations," which introduces lift operation, core mechanical components and essential safety/maintenance requirements. (Annex 3a) ***Second-year specialization***: Basic Principles of Building Electrical Systems (MECH 0302) has been extended with a dedicated section on "Electrical installations for lifts," covering standards, protection systems and integration with smart-building controls. (Annex 3b)	Choose level of compliance:

	Together, these revisions give students an early conceptual grasp of lift mechanics and a later, practice-oriented treatment of lift electrical systems, fully addressing the committee's concern about the absence of this common mechanical installation in the curriculum.	
The course would benefit from the formation of a formalised local Industrial Advisory Committee that will be composed of external stakeholders, industry professionals, and academic staff. Such a committee with minuted actions could meet once or twice e year to ensure and update the programme's ongoing relevance to the industry through feedback, and promote prospects for employment.	Following the Committee's recommendation, we have initiated the procedure to **formally** establish a Local Industrial Advisory Committee (LIAC) to safeguard the programme's continuing relevance and to strengthen graduate employability. Both professional bodies we approached, the Cyprus Association of Building Services Engineers (ΣΕΜΗΕΚ) and the Cyprus Association of Mechanical Engineers (ΣΜΜΗΚ) have both accepted our invitation as confirmed in the attached letters of endorsement. The LIAC's terms of reference require two minuted meetings per year (November and May). Agenda items will include review of emerging industry trends, feedback on graduate performance, and recommendations for curriculum updates; agreed actions will feed directly into the annual programme review cycle. Membership comprises four industry professionals (two from each association), four academic staff, and one student representative. The inaugural meeting is scheduled for November 2025, with minutes to be shared with the committee alongside the next periodic quality report. The correspondence between the three bodies is presented in Annexes 4a to 4d.	Choose level of compliance:

	We trust this structured mechanism addresses the committee's suggestion and provides a transparent channel for ongoing, evidence based industry input to the curriculum.	

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
Addressing the last-paragraph recommendations in section 1, specifically regarding the interconnection between courses will benefit overall quality of education. This will also allow the students to appreciate better the logic and thinking behind the theoretical material delivered by each course (e.g. the link between mathematics and fluid dynamics, etc.).	To clarify and strengthen the pedagogical interconnection between courses, we will launch a two layer action plan for the 2025-26 academic year: **Transparent "learning spiral" road map (Annex 2a) and colour-coded dependency matrix (Annex 2b).** On day one, every student will receive and have explained to them both the one-page visual overview and the two-page roadmap that show where each competence strand is first introduced (e.g. algebraic manipulation in Mathematics MECH 0101), where it is reused (pressure/flow derivations in Thermodynamics & Fluid Dynamics MECH 0103), and where it culminates (pump-sizing in Hydraulic Systems I MECH 0203). This will make the horizontal and vertical links explicit for both learners and teachers. **Bridging tutorials & co taught workshops.** **Weekly** "maths in context" **tutorials** (Sem 1): the Mathematics and Thermo-Fluid instructors will jointly run problem-solving sessions in which each new mathematical tool will be applied immediately to a fluid-flow, heat-transfer or pipe-sizing example drawn from the partner course. **&** **Integrated design** (Sem 3): the HVAC block (Heating Systems, Cooling & A/C, Ventilation) will share a common building case study. One team of lecturers moderates cross course reviews so	Choose level of compliance:

	that, for instance, the cooling load calculated in Cooling & A/C feeds directly into duct velocity calculations discussed in Ventilation. *We are confident that these measures will enhance both the coherence of the curriculum and the learning experience for students, making the progression of knowledge more transparent and reinforcing the practical relevance of each course within the broader programme structure.*	
Students from other programmes commented that, depending on student pre-existing practical knowledge and skills on the subject, some more tailored attention to their practical learning needs may be necessary by allowing more time in the lab. The management of the programme commented that such personal attention is available to the students, so perhaps better communication of the mechanism for additional lab support could be provided to the students at the beginning of the course.	***Mid semester LAB*** The **two-week** interval that follows the Semester 1 examinations has been added in the academic calendar in order to be used for Erasmus placements of 2nd year students and at the same time used for a skills recovery lab programme for 1st year students. All students whose cumulative practical mark in Semester 1 falls below 50 % are automatically enrolled and issued a personalized timetable of daily 3-hour supervised sessions. During the "Mid- semester LAB'', each student works through a sequenced set of "core competence stations": short, task centered modules that map directly to the competencies they lack. Progress is logged on a checklist that must be signed off by an instructor before the student moves on, ensuring mastery rather than mere attendance. The laboratories remain open 17:00-21:00, and teaching assistants are available so that every participant receives close guidance and immediate feedback. Feedback shows that many students still assume the support mechanisms are only available for	Choose level of compliance:

	those who fail the practical component. To correct this misconception we will strengthen the messaging for 2025-26. Our induction slides, lab noticeboards and results email will all state in bold that any student who feels they need additional practice, regardless of grades, can join all "boot camp'' sessions. *This clearer, multichannel announcement should ensure every student understands the opportunity is open to him or her.*	
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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
It is recommended to enhance the participation of teaching personnel in EU programmes, including Erasmus+ Capacity Building Programmes for Higher Education and Vocational Education and Training (VET). These will facilitate updates in laboratory facilities, as well as the competences of staff. It is also recommended to enhance the ratio between male and female teachers in the interest of diversity. This is expected to also inspire female students regarding their career prospects.	We wholeheartedly endorse the committee's two recommendations. ***EU programmes*** Our staff already participate in standard Erasmus+ mobility schemes for both job shadowing and training. Although we have not yet joined the Erasmus+ Capacity-Building actions you highlighted, we will thoroughly look into it and use this added opportunity to further update our facilities and laboratories. We also regard participation in European high-level skills competitions, such as ***EuroSkills***, as a powerful complement to Erasmus+ activities. Our Refrigeration & Air-Conditioning programme has already represented Cyprus at EuroSkills last year, giving both students and instructors first hand exposure to cutting-edge industry practices and assessment standards. The lessons learned are now looped back into curriculum updates and laboratory upgrades. A similar approach will be pursued for the new Mechanical Installations for Buildings programme. ***Gender balance*** Expanding the number of women on our teaching team remains a priority, and a challenge, given the limited national talent pool in this discipline. We actively seek qualified female candidates and will continue to do so.	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
Establishing a formal alumni association, along with related graduate activities, would provide a valuable resource for tracking graduates' career progress and collecting feedback. This feedback would support the ongoing evaluation and improvement of the programme, whilst also contributing to marketing efforts by showcasing success stories and career outcomes.	We fully agree with the committee's comment since the lack of an alumni association is a significant disadvantage for our programme. We intend to address this by promoting the launch of a formal alumni association with the Students' Union in collaboration with the Programme Committee. The Students Union will draft a brief constitution, set membership tiers and appoint two faculty patrons for continuity. An "Alumni" area is to be added to Moodle, where graduates can update details and complete a one-year career progress survey. Each year the Internal Quality Committee will review the survey data and their insights will feed into curriculum tweaks, lab upgrade priorities and marketing materials. This streamlined arrangement will put alumni feedback on a clear annual cycle while highlighting real-world outcomes to future students. We would like to note that several of the committee's recommended functions **are already available** on our DEETE graduate employers portal. Since its rollout, the platform has captured baseline contact and employment data for the majority of recent cohorts, lets employers post vacancies and message graduates directly, and triggers automated reminders for users to refresh their career status on an annual basis. The resulting dataset	Choose level of compliance:

	gives us an immediate snapshot of placement rates, salary bands and sectoral trends, providing a solid evidence base that will complement the formal alumni survey and feed straight into curriculum reviews and marketing materials.	
The absence of elaborate statistical analysis at MIEEK regarding student performance, such as trends in current and historical course grades, presents an area for improvement across MIEEK for programmes run at different branches. Developing an automated system to generate visual representations, such as grade distribution charts, would provide clearer insights into academic performance over time. This would facilitate better monitoring of course consistency and support continuous programme improvement. Additionally, comparing performance data across different MIEEK locations could identify best practices and inform standardisation efforts across the institution. This new programme under evaluation is expected to benefit from such practices.	We fully agree that systematic monitoring of student performance is essential, and we would like to point out that this practice is already in place for the Refrigeration & Air-Conditioning programme. Ever since that programme was rolled out island wide, we have maintained a central Excel dashboard that consolidates grade distributions from every site and for every module. The workbook automatically generates side-by-side comparisons by city and by module, flagging significant variations or emerging trends after each exam period. These visual summaries are reviewed at each programme committee meeting of every semester (after new grades have been added) and have become the basis for targeted actions, such as adjusting assessment rubrics, offering supplemental tutorials or reallocating teaching resources so that achievement levels remain consistent across locations. We intend to use a very similar approach for the Mechanical Installations for Buildings programme. To illustrate the system, we have included Annex 5a and Annex 5b in our submission: a set of annotated screenshots from the Excel file showing the city level overview and the module level overview. *We hope that this evidence will demonstrate how the tool captures*	Choose level of compliance:

	data, highlights discrepancies and feeds directly into our quality-improvement cycle.	
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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
Introducing preliminary sessions focused on fundamental theoretical aspects of the course could help students of varying educational background and age to adapt more easily to the programme's requirements. These sessions could cover essential topics such as mathematics, physics, and core principles related to the field, ensuring a better levelled starting point for all students. Similarly, for basic practical skills.	The programme embeds the requested preliminary sessions within the very first semester, which is intentionally structured as a Foundations Semester to level every student before the curriculum moves on to more advanced material. During Semester 1: MECH 0101: Mathematics for Mechanical Installations refreshes secondary-school algebra, trigonometry, logarithms and exponentials, and then introduces the calculus needed in later thermo-fluid courses. MECH 0103: Thermodynamics & Fluid Dynamics (intro) applies the refreshed mathematics and physics to real-world flow and heat problems at introductory Bloom levels, supported by joint problem solving workshops co taught with MECH 0101. MECH 0104: Basic Principles of Mechanical Installations provides a broad survey of mechanical-services components (pumps, valves, pipework and the newly added lift-operation unit). Additional scaffolding: “Boot camp” (Weeks 16–17): Any student whose Semester 1 practical average is below 50 % (or who self-selects) is automatically enrolled in a two-week intensive skills-recovery programme (see p. 8 of our response for details).	Choose level of compliance:

	These elements ensure that every learner, regardless of age or prior schooling, starts **Semester 2** with a common, demonstrable grasp of the mathematics, physics and basic workshop skills required by the rest of the programme. *We sincerely believe that the Committee's recommendation is fulfilled within the existing structure.*	
The potential establishment of a dedicated counselling support service could significantly benefit students. Such a service would provide academic guidance, mental support, and practical advice to help students navigate challenges during their studies, thereby contributing to their well-being and academic success.	We fully endorse this proposal and will promote the idea of creation of a branded, dedicated counselling unit in the School's next strategic planning cycle. It is important to note, however, that the functions envisaged by the Committee are already delivered through our existing student support architecture: ***Academic guidance***: Each student is paired with the Programme Academic Coordinator, who tracks academic progress; designs individual study plans when needed, and arranges subject specific tutoring. ***Mental health support***: The Programme Local Coordinator offers weekly open door hours, provides first line pastoral care, and facilitates confidential support. ***Practical advice:*** The two Coordinators jointly run orientation sessions, "skills for success" workshops, and maintain a rapid response email/phone line so that health, or personal issues are addressed immediately. *Recent quality-assurance surveys (June 2025) report a very high student satisfaction rate with these support mechanisms.*	Choose level of compliance:

	Nevertheless, we acknowledge that a dedicated counselling service would enhance visibility and accessibility and we will propose establishing such a unit at MIEEK in the near future.	
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6. Additional for doctoral programmes

(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
This new programme at MIEEK is reasonably structured for effective educational offering, providing a solid foundation in both theoretical knowledge and practical skills. This programme addresses modern needs in the Cyprus labour market, as the respective industry is eager and has ever growing demands for formally trained and certified technicians and professionals.	We are grateful for the Committee's positive assessment of both the curriculum structure and its relevance to Cyprus's evolving labour market needs. From the outset, the programme was designed with our Industrial Advisory Board to ensure that every module maps directly onto the competencies that companies seek when recruiting technicians. Key features underpinning this alignment include: ***Embedded workplace learning***: Each student completes a 12-week industrial placement between Semesters 2 and 4, with learning objectives jointly supervised by programme faculty and the host employer. ***Certification pathways:*** Practical modules are cross-referenced to recognized certification exams immediately upon completion (Health and Safety Officer, Refrigerant Gas Use, etc.). ***Continuous industry feedback***: We intend to host bi annual curriculum review workshops where employers analyze student work, recommend emerging skill areas and update the equipment list for our labs. Findings will feed into the programme's improvement cycle the following year. Labour market data from the Ministry of Labour and Social Insurance indicate a projected 4.8% annual increase in demand for certified mechanical services technicians through 2030. Our enrolment targets and graduate output have therefore been calibrated to address this shortfall without saturating the market. *We will continue to monitor industry trends and graduate destinations, ensuring that the programme remains both academically rigorous and directly responsive to Cyprus's workforce requirements.*	Choose level of compliance:

The curriculum is designed in alignment with ECTS standards, ensuring that learning outcomes meet both industry expectations and needs. Laboratories are well-equipped. Moreover, the Erasmus+ initiative and associated internship programmes are well-organised by MIEEK, providing students with valuable international exposure, professional connections, and intercultural communication skills that can broaden their career prospects. The programme benefits from well qualified and highly motivated personnel. It would be good if personnel also benefited from Erasmus+ Capacity Building Initiatives and should explore opportunities for participation.	We welcome the Committee's positive appraisal and confirm that the programme's strengths are safeguarded through the following, already, implemented mechanisms: ***ECTS alignment & industry validation*** Every June, each module is remapped to the ECTS workload grid and the revised learning outcome matrix is circulated to our Industrial Advisory Board. This guarantees that credit weighting remains accurate while outcomes stay tightly coupled to current market needs. ***Laboratory quality assurance*** A rolling equipment lifecycle plan, updated annually, earmarks renewal funds, timetables preventative maintenance and logs calibrations. This keeps all labs operational and "well-equipped" in practice. ***Erasmus+ mobility & internships*** The dedicated Mobility & Internship Office manages the entire cycle: partner selection, pre departure training, on site mentoring and post placement debrief, so every student placement delivers tangible professional links and intercultural skills that feed back into course design. ***Staff development via Erasmus+ Capacity Building*** Responding to your suggestion, we are launching a structured drive that will seek to (i) provide seed funding and workload relief for proposal preparation and (ii) pair newcomers with colleagues who have previous EU project experience. Returning staff will disseminate new methodologies and industry contacts through internal workshops. *Collectively, these actions ensure that learning outcomes remain ECTS sound and industry relevant, laboratories continue to support hands on excellence, students reap the full benefits of international exposure, and staff will be empowered to bring back fresh expertise from Erasmus+ Capacity Building initiatives, thereby reinforcing the very strengths highlighted by the Committee.*	Choose level of compliance:

Further recommendations include the formation of a local Industrial Advisory Committee to be composed of external stakeholders, industry professionals, and academic staff. Such a committee with recorded actions could meet once or twice a year to ensure and update the programme's ongoing relevance to the industry through feedback and enhance prospects for student absorption by the market. Public awareness of the programme also requires attention. Expanding outreach efforts through social media could increase its visibility and attract a more diverse student body, including greater gender representation.	We appreciate the Committee's valuable recommendations and have taken active steps to implement them in two key areas: ***Formation of a Local Industrial Advisory Committee (LIAC):*** In line with the Committee's advice, we have formally initiated the establishment of a Local Industrial Advisory Committee to ensure the programme maintains strong alignment with industry needs and trends. The LIAC will include external stakeholders, experienced professionals from the Cyprus Association of Building Services Engineers (ΣΕΜΗΕΚ) and the Cyprus Association of Mechanical Engineers (ΣΜΜΗΚ) and the programme's Coordinators along with academic staff. Letters of endorsement from both associations are included in Annexes 4a to 4d. The Committee will meet biannually (November and May), with minuted meetings documenting industry feedback, reviewing graduate performance, and recommending curriculum updates. These actions will feed directly into the programme's quality assurance and curriculum review cycle, ensuring practical responsiveness and increased employability for graduates. ***Enhanced Outreach and Public Awareness:*** Recognizing the need to broaden the programme's visibility and appeal, especially to underrepresented groups, we are expanding our outreach strategy with a focus on digital engagement: A social media campaign is being launched in collaboration with the MIEEK Communications Office to highlight student success stories, female role models in the field, and real world applications of mechanical installation skills. We are producing short video interviews such as this: https://www.youtube.com/watch?v=l3lFC1Yizfo with alumni and current students to promote the programme's career relevance and inclusivity.	Choose level of compliance:

	Online outreach will be complemented by high-school presentations and participation in career fairs, with specific messaging aimed at increasing gender diversity. *Together, these initiatives aim to both maintain strong industry links through the LIAC and increase the programme's visibility and inclusiveness among prospective students*.	
Additionally, the evaluation highlighted that some students attending other MIEEK courses face difficulties with the programme's mathematical and theoretical components, especially those who have been out of formal education for some time. Similarly, students join MIEEK programmes with diverse levels of practical skills and relevant understanding of mechanical systems. Introducing introductory sessions on core subjects such as mathematics could provide these students with the necessary foundation to appreciate respective benefits and succeed. Similarly, for introductory lab classes, or tailored lab classes for specific students during the year who may need longer time in the lab to develop their understanding. The potential establishment of a local counselling service could provide academic, psychological, and practical support, thereby contributing to students' well-being and academic success. Finally, the committee recommended developing an automated system for monitoring student performance. By presenting historical and current grade distributions through visual	We fully agree with the Committee's recommendations and have taken coordinated actions in response to each of the identified areas: ***Introductory Sessions on Core Subjects:*** To support students with diverse educational backgrounds, the first semester of the programme has been deliberately designed as a Foundations Semester. It includes: MECH 0101: Mathematics for Mechanical Installations – Refreshes key secondary-school mathematics and introduces basic calculus in preparation for technical applications. MECH 0103: Thermodynamics & Fluid Dynamics (Intro) – Builds on the mathematics with real-world problem solving, co-taught alongside MECH 0101 to explicitly link theory and practice. MECH 0104: Basic Principles of Mechanical Installations – Introduces essential components (pumps, valves, etc.) to level practical understanding early on. This structure ensures all students, regardless of age or prior schooling, enter Semester 2 with the mathematical and technical grounding needed to succeed. ***Tailored Lab Support and Practical Skills Reinforcement:*** To address the varied levels of practical readiness: An intensive "skills recovery" lab programme has been integrated during the two-week period following Semester 1 exams.	Choose level of compliance:

charts, the institution could better track student outcomes, identify areas for improvement, and maintain consistency across different MIEEK branches.	All students with a practical average below 50%, or any student who opts in, receive a personalized boot camp schedule with daily 3-hour sessions in core labs (Hydraulics, HVAC, Electrical, Welding etc). Improved messaging will make clear that the boot camp is open to all students who wish to strengthen their hands-on skills, not just those who struggled in assessments. ***Counselling Support Services:*** While academic, pastoral, and practical guidance are already provided by the Programme Academic and Local Coordinators, we recognize the value of a more formalized approach. Therefore, we will promote the creation of a dedicated student-counselling unit to enhance visibility and access. This service will consolidate academic advising, first-line mental health support, and crisis guidance, thereby reinforcing the wellbeing and academic success of our students. ***Automated Student Performance Monitoring:*** The student performance dashboard system, already in use for other MIEEK programmes (Refrigeration and Air Conditioning Installations), is being adopted for this one as well: Grade data from all branches and modules are centrally compiled and automatically visualized through an Excel based tool. Charts comparing performance by city and by subject help identify disparities or trends, prompting actions such as resource reallocation or tutorial scheduling. These visual insights are discussed at each Programme Committee meeting, ensuring consistent academic standards and proactive intervention. Sample outputs from the system are included in Annexes 5a and 5b.	
The structure and logic of student progression in sequentially building expertise through the courses, as currently designed, has not been clear to the committee. The educational and	We thank the Committee for its constructive feedback and have taken steps to clarify and strengthen both the educational progression structure of the programme and the inclusion of common mechanical installations such as lifts.	Choose level of compliance:

pedagogical interconnection between courses and respective progression dependence will need to be elaborated. This will also benefit the students' understanding of the relevance of their courses. It is also not clear why common mechanical installations like lifts have not been included in the curriculum. Perhaps one could include the basics of lift operation in one of the existing courses of the first year or develop a new dedicated module on lifts to be taught in the second year.	***Pedagogical and Sequential Progression Between Courses:*** To make the structure and logic of student progression more transparent and pedagogically coherent, we have developed two complementary documents: *Annex 2a: Learning Spiral Narrative:* This document outlines the intentional design of a four semester "learning spiral," in which core competence strands such as fluid handling, energy management, and control systems are revisited and developed at increasing levels of complexity (from basic recall to professional judgment, aligned with Bloom's taxonomy). Each course builds upon the knowledge and skills introduced in previous semesters, ensuring a coherent learning pathway. *Annex 2b: Dependency Matrix:* A one page, colour coded matrix visually maps how knowledge and skills progress both vertically (across semesters) and horizontally (within each semester). It highlights where a given competence first appears, how it is developed in subsequent modules, and where it is ultimately applied in advanced modules. Together, these tools clarify the programme's internal logic and provide both students and instructors with a transparent overview of how each course fits into the broader learning journey. This structure will be explained to all students at the beginning of Semester 1 and reinforced through tutorial and workshop integration across the modules. ***Inclusion of Lift Installations in the Curriculum:*** In direct response to the Committee's observation, we have revised the curriculum to incorporate lift related content at two strategically chosen points: First Year: MECH 0104: Basic Principles of Mechanical Installations: A new syllabus unit titled "Basic principles of vertical transportation installations" has been added. This covers the mechanical operation of lifts, key components (e.g., pulleys, brakes, and counterweights), and essential safety/maintenance principles. (Annex 3a)	

	Second Year : MECH 0302: Basic Principles of Building Electrical Systems: The course has been extended to include a section on “Electrical installations for lifts,” focusing on wiring standards, protection systems, and their integration into smart-building controls. (Annex 3b) This two level approach ensures students receive both an early conceptual grounding and a later, more technical understanding of lift systems effectively addressing the recommendation without overloading the curriculum or requiring a standalone course.	
Overall, the programme has been designed to demonstrate a high standard of educational quality and industry relevance. It is expected that once the programme has started to run, targeted improvements in learning flexibility, student support services, and performance monitoring, will enable continuous success by meeting its objectives while responding effectively to the evolving demands of the mechanical installations sector and modern society.	We appreciate the Committee’s recognition of the programme’s solid foundation and relevance to the evolving demands of the mechanical installations sector. The curriculum has been carefully designed to ensure both academic rigor and direct alignment with industry needs. Key support structures including a clear progression model, early stage academic and practical scaffolding, and a centralized system for performance monitoring are already operational. As the programme launches, we are committed to refining these systems based on real time feedback, with particular focus on enhancing flexibility, strengthening student support services, and maintaining consistency across delivery sites. Our goal is to ensure continuous quality improvement and graduate readiness, in line with both labour market trends and the broader expectations of modern higher education.	

C. Higher Education Institution academic representatives

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Date: 07/07/2025

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