

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:** MIEEK
- **Town:** Limassol
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διαχείριση Αγορών και Προμηθειών - Ναυτιλιακά (2 έτη /120 ECTS, Δίπλωμα)

In English:

Supply Chain Management and Maritime Studies (2 academic years/120 ECTS, Diploma)

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



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

In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

First, we would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for giving us the opportunity to participate in this evaluation. Three academic members and a student representative were involved with the External Evaluation Committee for the Diploma in Supply Chain Management and Maritime Studies offered by MIEEK in Limassol.

This evaluation was conducted face-to-face in the C-TESEK and AITE campuses in Limassol. The committee made virtual visits to the campuses in Larnaca and Paralimni. The External Evaluation Committee received well in advance the relevant material which were extremely useful for our preparatory work.

The organization and hosting from the CYQAA's side was excellent and should be commended. The evaluation panel was given a plethora of information and feedback by the CYQAA and the institution under review. The MIEEK collaborated fully, and all its representatives were forthcoming and transparent in answering the Committee's question to the best of their knowledge.

The schedule for the day was as follows:

MIEEK LIMASSOL (C TESEK)

09:30 – 09:40

- A brief introduction of the members of the External Evaluation Committee

09:40 – 09:55

- A meeting with the members of the Internal Evaluation Committee (Q&A Session)

9:55 – 10:40

- A meeting with the Head(s) of the relevant department and the Coordinator(s) of the programme for a **short presentation of the School's structure (Limassol, AITE, Larnaca and Paralimni Branch)**
 - Mission and strategic planning (including SWOT analysis)
 - Connecting with society
 - Development Processes –Action Plan

10:40 – 11:50

- A meeting with the **Head(s) of the relevant department** and the **Coordination Committee** of the programme.
 - Discussion regarding the content and the standards of the programme of study about: **(EEC Report / Assessment Area 1** - Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9))
 - intended learning outcomes and ECTS
 - learning opportunities available to the students
 - qualification awarded

- feedback processes for the improvement of the department
- Discussion regarding the Information for the effective management of the programme of study (**EEC Report / Assessment Area 1** - Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9))
- Discussion on the process of teaching and learning and the student-centred teaching methodology, the practical trainings and the student assessment (Assessment Area 2 - Student – centred learning, teaching and assessment -ESG 1.3)
 - Observation on the material and discussion on the methodology i.e. students' assessments and equipment used in teaching and learning i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations/thesis.
- Discussion on the Student admission, processes and criteria, progression, recognition and certification (**EEC Report /Assessment Area 4** - Student admission, progression, recognition and certification ESG 1.4) / (**EEC Report /Assessment Area 6** - Additional for doctoral programmes (ALL ESG))
 - selection/admission criteria
 - students' key performance indicators
 - profile of the students' population
 - students' satisfaction on learning resources and support available
 - students' progression, success and drop-out rates
 - career paths of graduates / graduate employment information

12:00 – 12:30

- A meeting with **ONLY** External Stakeholders.

(**EEC Report/Assessment Area 4** - Student admission, progression, recognition and certification ESG 1.4)/ (**EEC Report/Assessment Area 1** Study programme and study programme's design and development - ESG 1.1, 1.2, 1.7, 1.8, 1.9)

1. ESs' input on the development of the institution's quality assurance policies.
2. ESs' input on the design and development, as well as on the on-going monitoring and review of the programme of study.
3. ESs' involvement on the periodic assessments to ensure continuous alignment with market needs.
4. ESs' sought-out input to review and to update public information for purposes of accuracy.
5. ESs' contribution in aligning the program with the European Qualifications Framework, and in assessing the delivery of its effectiveness.
6. ESs' sought-out input to provide:
 - industry trend analysis
 - data exchanges via professional networks
 - employer insights concerning career readiness of graduates.
7. ESs' input on the program's potential employability of its graduates.

12:30 – 13:00

- A meeting **ONLY** with members of the teaching staff on each course for all the years of study (QA session).
 - Self-Presentation-(i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.

- Discussion on the design, structure and content of each course and its implementation, the criteria used for the development of the program (i.e. methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
- Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
- Discussion of prescribed and recommended reading for each module.
- Discussion on assessment criteria, samples of final exams or other teaching material and resources. Assessment criteria, processes and practices refer to both summative and on-going formative assessment and should be examined vis-à-vis the structure and content of the program and each individual course.

(EEC Report /Assessment Area 2 - Student – centred learning, teaching and assessment (ESG 1.3)) / **(EEC Report /Assessment Area 3** – Teaching Staff (ESG 1.5))

13:00 – 14:00

- A meeting with **ONLY** students and graduates (5 – 15 participants).

(EEC Report /Assessment Area 1 Study programme and study programme's design and development (ESG 1.1, 1.2, 1.3 1.7, 1.8, 1.9. 1.10), **Assessment Area 2** - Student – centred learning, teaching and assessment -ESG 1.3) **EEC Report /Assessment Area 4** - Student admission, progression, recognition and certification ESG 1.4)/ **(EEC Report /Assessment Area 5** - Learning resources and student support (ESG 1.6))/ **(EEC Report /Assessment Area 6** - Additional for doctoral programmes (ALL ESG))

14:45 – 15:35

- A meeting **exclusively** with members from the Administrative Staff (QA session)

(EEC Report /Assessment Area 4 - Student admission, progression, recognition and certification ESG 1.4)/ **(EEC Report /Assessment Area 5** - Learning resources and student support (ESG 1.6)) / **(EEC Report /Assessment Area 6** - Additional for doctoral programmes (ALL ESG))

15:35 – 16:05

- A visit to the institution's premises at the Limassol branch (i.e. library, computer labs, teaching rooms, research facilities) and discussion of the main issues with IT Manager, Course Leader and Director of Academic Quality and Compliance

16:05 – 16:35

- A visit to the institution's premises online: MIEEK Larnaca and Paralimni

16:50 – 17:20

- **Exit Discussion** with the Head(s) of the relevant department, the coordinator(s) of the programme - and the Director(s) of Academic Quality and Compliance (questions, clarifications).

17:20 – 17:35

Visit to MIEEK AITE

17:35 – 18:35

- A visit to the institution's premises at the MIEEK AITE branch and discussion of the main issues with Manager, Course Leader and Director of Academic Quality and Compliance.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikos Nomikos	Professor	Bayes Business School
Dimitrios Kousenidis	Professor	AUTH
Stratos Papadimitriou	Professor	University of Piraeus
Paraskevas Kyriakou	Student Representative	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The programme of study 'Supply Chain Management and Maritime Studies' focuses on the fields of supply chain and ship-management. This is a two-year programme that offers 120 ECTS credit and provides a Level 5B based on the European Qualification Framework.
- This is an established programme that is offered by MIEEK which provides high quality education and training programmes over a two year cycle in developing sectors providing citizens of the Republic of Cyprus the opportunity to acquire, improve or upgrade their professional qualifications and skills, so as to become more capable and effective for employment and participation in the Cypriot and European labour market.
- The curriculum has been developed in collaboration with external stakeholders such as the Cyprus Shipping Chamber, Limassol Chamber of Commerce and Industry, IMAREST, The Institute of Chartered Shipbrokers and others. The programme aims to provide students with the requisite vocational knowledge for a smooth entry into junior positions the labour market.
- The programme aligns with the aims and objectives of the Ministry of Education and has significant social contribution. It is tuition-free and most teaching staff are industry professionals who bring new knowledge as it evolves, offering experience and guidance in shaping the courses and curriculum.

Strengths

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

- The programme of studies provides significant societal benefits as it offers employment opportunities to untrained individuals while addressing the recruitment needs of the industry.
- The programme is also the only business-related programme that is offered by MIEEK and covers the expanding needs of the Maritime and Logistics sectors in Cyprus.
- This is an all-inclusive programme that is tuition-free and thus recruits students from less privileged backgrounds who otherwise would not have been able to attend a higher education course.
- The programme is very closely linked with the local business community and most students either work during their studies or manage to secure suitable positions after graduation.
- The program is delivered through evening classes, thus being suitable for attendance by students who work full-time but also students who seek second opportunities for education.
- The programme caters for the development of broad needs for the students including the development of soft skills, career advice and personal development and presentation skills.
- The curriculum includes internships which gives opportunities for practical training leading to employment opportunities.
- Finally, the programme offers pathways for students to continue with higher education after graduation.

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 programme addresses two important and complex subjects as Supply Chain Management and Maritime Business. As such, the leadership team may in the future wish to consider splitting this into two separate streams, provided that there is demand from the market.
- Although the leadership team makes very good efforts in promoting the programme, they may wish to consider expanding their marketing reach to accommodate a segment of the market that is currently not specifically targeted such as the 25+ age group.
- Along the same lines, they should also consider enhancing the gender diversity of the student cohort.
- Time management: This is a very intensive course. Students, who mostly work full time must attend evening lectures, minimum four hours per day, 5 times a week. From our discussion, it seems that all students are working full time and they are already tired by the time lectures start. Similarly, there is little spare time to review the material and consolidate knowledge. To the extent that this is allowed by the Ministry of Education, the leadership team should consider increasing the programme's flexibility by adding day classes, extending the programme, offering hybrid or weekend classes.
- Accessibility: public transport should be provided when classes start or finish.

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	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The purpose of the study programme is to train individual for entry-level positions in Supply Chain Management and Shipping. The focus is primarily on the maritime sector although an effort has also been made to cater for the growing presence of the logistics sector in Cyprus.
- The design of the learning process is very satisfactory despite the broad nature of the curriculum. The curriculum is appropriate for the level of study of the programme.
- The programme is at the level of post-secondary vocational education and was evaluated at this level. The organisation of the teaching workload for this level is excellent. The infrastructure and the existing facilities are also satisfactory.
- The teaching support provided by full-time and part-time staff is excellent and a significant effort is made to involve students in the curriculum review process. The teaching material is appropriate for the level of study of the programme.
- The teaching staff consists of 10 staff members (6 part-time and 4 full-time). The coordination of the programme is carried out competently by the leadership team.
- The programme maintains very good connection with industry stakeholders and employers.
- The internship is very important and mandatory part of the programme. It takes place at the end of each semester and has 6 credit points. Internship placements are carefully selected to provide students with learning experiences. Stakeholders mentioned that graduates of the programme demonstrate a high level of preparation, while employability in related positions appears to range between 80–100%.
- Another important positive element is the opportunity for student and staff mobility through short-term and long-term study abroad programmes, which help broaden students' experiences and knowledge.

- Finally, the recognition of ECTS credits obtained at MIEEK provides graduates with opportunities to continue their studies in higher education institutions with recognition of part of their studies.

Strengths

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

- Several teaching staff are market practitioners who can provide a significant market-focused angle on the teaching.
- The internship element of the programme offers a significant comparative advantage.
- The smaller class sizes provide a more personalised learning experience.
- Experiential learning opportunities through career events, professional seminars, site visits etc.
- The programme collaborates with private institutions in Cyprus offering the opportunity for scholarships and continuation of studies upon graduation

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.

- It seems that most of the teaching consists of in-class lectures and some site visits, including opportunities for experiential learning. This should be expanded to include practical sessions in computer labs through simulations and software programs that students may use in their future employment.
- The development of soft skills including presentation skills, CV building, interview preparation should be integrated into the curriculum and should also be considered as a separate credit bearing module.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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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.

- The teaching staff comprises ten members, four of which are full-time. Their qualifications and extensive experience in the maritime logistics market are well-suited to the programme. This enables them to effectively deliver teaching and support the programme's learning objectives, particularly its vocational nature.
- The recruitment and development processes are fair, transparent and clear. The recruitment process is conducted through open public calls for each available position.
- Student evaluations are conducted on a semi-annual basis and results are communicated to the teaching staff. Instructors are proficient in e-learning technologies.
- Research and scientific publications are not considered key activities for the teaching staff of the programme.

Strengths

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

- Most teaching staff, through their extensive work experience, share their professional insights with students, thereby enhancing the vocational nature of the programme.
- The recruitment and development processes for teaching staff are fair transparent and clear.

- The External Evaluation Committee observed a collegiate environment and fully engaged and motivated teaching and administration staff dedicated in achieving the programme's objectives and planned learning outcomes.

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 teaching staff should be encouraged to participate in research and educational exchanges, e.g. Erasmus+ programs. We understand that some staff members have already taken part in those activities which is very positive.
- All staff should be encouraged to take part in activities that enhance their domain-specific knowledge so that their teaching may be market-relevant and current. That process, ideally, should be formalised.

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	Not applicable

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.

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- The admissions procedure of the programme appears to be clear and handled through an automated procedure. Student selection is mainly based on secondary education performance (70%), while previous experience/background (15%) and social/economic criteria (15%) are also considered. This is considered very positive, especially since the programme offers opportunities to students who may not wish or be able to continue higher education studies.
- Specific and pre-defined processes are available for student progression. Information is collected, monitored and notified systematically ensuring students are aware of relevant information.
- The assessment system combines both theoretical and practical evaluation methods. Students are assessed through attendance and participation, assignments, presentations, practical and laboratory exercises, midterm exams and final examinations. This creates a balanced system that allows students to develop both academic knowledge and practical skills.
- A very positive aspect of the programme is the strong connection between theory and practice. Teaching is supported through real-life examples and case studies, helping students better understand the professional environment they may face in the future. Students are also given

opportunities to participate in seminars, educational visits, networking activities and additional certification opportunities that strengthen their skills and employability.

- The students expressed a high level of satisfaction with MIEEK, citing the tuition-free status and positive word-of-mouth recommendations from their networks as key factors in their decision to enrol. They emphasized the MIEEK's student-oriented approach, highlighting the close interactions between students and faculty as a particular strength.
- Overall, the students reported being satisfied with the program and the range of services provided. They appreciated MIEEK's flexibility in accommodating their needs, as well as the quality of the modules and infrastructure. The MIEEK's admission criteria were noted to be on par with other institutions in Cyprus offering similar programs. Importantly, both students and faculty indicated that MIEEK has clear processes in place to support students who may be struggling academically, ensuring they can get back on track.

Strengths

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

- The admissions process and criteria are simple and transparent.
- The admission requirements for the study program are clearly communicated to applicants.
- Students are satisfied with MIEEK, citing affordability, positive recommendations and a student-oriented approach with close student-faculty interactions.
- Students are satisfied with the programme and services provided by MIEEK, appreciating its flexibility, quality and pastoral care for students with challenging personal circumstances.

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 curriculum incorporates Business English as a core module which was implemented since the previous accreditation. This is a positive development.
- Given the universal use of English in business transactions, a level of familiarity with English terminology is required and teaching staff are encouraged to explain terminology and special terms in both languages.

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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The teaching and learning resources are adequate and support current student needs. They are also fit for purpose.
- The human resources are adequate for this programme and seem to be fit for purpose. Students are well-informed about the services available.
- MIEEK provides excellent student support and the students participating in the evaluation were very pleased and positive.
- Students appear to have access to satisfactory learning resources, including both physical and electronic library materials that support their studies and research needs.
- A particularly positive point mentioned during discussions is the “open-door policy” followed by the institution. Students are encouraged to communicate with professors and coordinators regarding academic issues, suggestions or difficulties they may face during their studies. This contributes to a supportive and student-friendly environment
- Another important positive element is the opportunity for student and staff mobility through short-term and long-term study abroad programmes, which helps broaden students’ experiences and knowledge. In addition, the recognition of ECTS credits provides graduates with opportunities to continue their studies in higher education institutions with recognition of part of their studies.

Strengths

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

- MIEEK has a sufficient infrastructure and appropriate resources and learning material in relation to supply chain management and maritime studies.
- Staff members are very attentive and provide pastoral care to students. Students are equally appreciative of those efforts.
- The programme provides students with several opportunities outside the classroom, including seminars, industry visits, networking opportunities and mobility programmes, which help students gain additional experience and improve their professional development.
- The close cooperation between the programme and the industry is also considered a strong advantage, as it contributes positively to internship opportunities, practical training and future employability.

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.

- We understand that the library has access to most textbooks used in the classes. However, it would be advisable to expand the offering to cover some scientific journals in the respective fields which will also be helpful for staff development.

- We understand that many students attending MIEEK are coming from lower socioeconomic backgrounds quite often with challenging personal circumstances. Although most teaching staff are very attentive to their needs, occasionally additional counselling may be required in which case additional professional resources (e.g. counsellors) may be required.

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?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	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 Supply Chain Management and Maritime Studies programme caters for a niche yet important sector of the Cypriot society and at the same time provides for the requirements of the business community in the shipping and supply chain sectors. It operates successfully evidenced from the employability of students and feedback received both from students and employers.

MIEEK prepared thoroughly for the evaluation process, providing comprehensive documentation and facilitating open, flexible discussions with the committee during the site visit. Staff were responsive and professional, clearly invested in the success of the institution.

During the site visit, faculty demonstrated a strong awareness of effective pedagogical methods, recognizing students as active learners with valuable professional experience. This approach is well-aligned with the program's intended learning outcomes and supports the development of industry-relevant skills.

Students are satisfied with their learning experience. They are provided with opportunities to engage with the business sector early in their studies. The leadership team and members of the teaching staff are also engaged with and closely monitor the educational needs of the students, offering them high levels of pastoral care.

The program makes a commendable effort in catering for a part of the society that would otherwise had been left out from higher education. The leadership and teaching teams should be commended on their dedication and support they provide to students with complex personal and professional circumstances. As such this is an institution that provides educational and social service.

We have indicated our key findings and strengths in this report and, equally, we have provided specific recommendations. We hope that our input will be useful and that our recommendations will be considered accordingly in an attempt to support future workings and activities for MIEEK.

E. Signatures of the EEC

Name	Signature
Prof Nikos Nomikos	
Prof Dimitrios Kousenidis	
Prof Stratos Papadimitriou	
Mr Paraskevas Kyriakou	
Click to enter Name	
Click to enter Name	

Date: 20 May 2026