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Date: 14/10/2025

External Evaluation Report

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

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

In Greek:
Αειφόρος Διαχείριση Γεωργικών Μονάδων (2 Έτη / 120 ECTS)

In English:
Sustainable Farming (2 Years / 120 ECTS)
- **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. Introduction

This part includes basic information regarding the onsite visit.

On behalf of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, we, the panel of the External Evaluation Committee (hereafter referred to as the EEC), met physically on Monday, 13th October 2025, to evaluate the full application of Public School of Higher Vocational Education and Training – MIEEK, Famagusta branch, for the provision of a Degree in Sustainable Farming. We conducted our meeting at the premises of MIEEK, Famagusta branch, at Avgorou with the Head of the Institution, members of the Internal Evaluation Committee (IEC), heads of relevant departments, the Programme Coordinator, faculty members, and administrative staff. No students are currently enrolled in this program, which is planned to start in 2026. The EEC had the opportunity to tour the College's facilities at Avgorou. As a committee, we reviewed the application documents submitted both individually and collectively to gain a thorough understanding of the programme under review. Additionally, the committee met before and after the evaluation to ensure the objectivity of our decisions. We suggested changes to the Sustainable Farming programme; MIEEK Famagusta reviewed some of the recommendations and conditions, taking into account our initial discussions. The committee is pleased to have conducted a comprehensive review of the programme and is impressed by the dedication, enthusiasm, and positive feedback from all involved. In the following sections, we have further detailed the aspects of the evaluation process we followed to reach our conclusions and recommendations.

The site visit took place according to the following schedule:

09:30 – 09:40: A brief introduction of the members of the External Evaluation Committee (EEC)

09:40 – 11:10: A meeting of the EEC with the members of the Internal Evaluation Committee and the Head(s) of the relevant department and the Coordinator(s) of the programme.

Dr E. Margadjis, General Manager MIEEK*

K. Kyriakou, Coordinator MIEEK

P. Zacharoplastis, Quality Assurance Officer MIEEK*

M. Chatzieftychiou, Manager MIEEK Avgorou

M. Spanos, MIEEK Program Coordinator

Th. Arsenis, Assistant Manager Technical School*

P. Loullis, Assistant Manager MIEEK Avgorou

Ioannis Katchis

Loukas Solomou, Limassol Program Coordinator

Chrysis Kaponas, Paphos Program Coordinator

A. Vasiliou, Coordinator IT technologies MIEEK / Assistant Manager MIEEK Nicosia*

Dr.V. Kosta, Coordinator IT technologies MIEEK Avgorou*

11:10 - 11:30: Coffee Break

11:30 – 12:10: A visit to the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

M. Chatzieftychiou, Manager MIEEK Avgorou

M. Spanos MIEEK Program Coordinator

Th. Arsenis, Assistant Manager Technical School*

P. Loullis, Assistant Manager MIEEK Avgorou

Loukas Solomou, Limassol Program Coordinator

Chrysis Kaponas, Paphos Program Coordinator

A. Vasiliou, Coordinator IT technologies MIEEK / Assistant Manager MIEEK Nicosia*

P. Zacharoplastis Quality Assurance Officer MIEEK*

Dr.V. Kosta, Coordinator IT technologies MIEEK Avgorou*

12:10 – 12:45: A meeting of the EEC with External Stakeholders.

Damianos Neokleous, Senior Agricultural Research Officer Natural Resources and Environment

Marios Giannoukou, Agribusinessman-marketing and processing of agricultural products

12:45 – 13:30: A meeting of the EEC with members of the prospective teaching staff.

Christina Christodoulou, Instructor Agriculturist-Environmental conservation and Management

Andreas Panagi, Instructor-Agricultural Development

Androniki Bolla, Instructor Agriculturist, Sustainable Environmental Management

Eftychios Kalaitzakis, Instructor Agriculture and Environment

Chrysos Kaponas, Instructor Agronomist-Viticulture, Entomology

Marios Konstantinou, Instructor-Mechanical Engineering, Sustainable Design

13:30 – 13:55: Lunch break

13:55 – 14:15: Exit Discussion of the EEC with the Head(s) of the relevant department, the coordinator(s) of the programme - and the Director(s) of Academic Quality and Compliance

K. Kyriakou, Coordinator MIEEK*

M. Chatzieftychiou, Manager MIEEK Avgorou

M. Spanos MIEEK Program Coordinator

Th. Arsenis, Assistant Manager Technical School*

P. Loullis, Assistant Manager MIEEK Avgorou

Loukas Solomou, Limassol Program Coordinator

Chrysis Kaponas, Paphos Program Coordinator

A. Vasiliou, Coordinator IT technologies MIEEK / Assistant Manager MIEEK Nicosia*

P. Zacharoplastis Quality Assurance Officer MIEEK*

Dr.V. Kosta, Coordinator IT technologies MIEEK Avgorou*

* not present at the meeting

B. External Evaluation Committee (EEC)

Name	Position	University
Weih Martin	Professor of Plant Ecology and Ecophysiology of Agricultural Crops	Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden
Cannon Nicola	Professor of Agriculture	Royal Agricultural University, United Kingdom
Tsiamis George	Professor of Environmental Microbiology	University of Patras, Greece

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.*

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.

Following a thorough review of the application documentation, the on-site visit, and in-depth conversations with MIEET staff members and administrators, it is evident that the Diploma programme is well-aligned with industry requirements and responds effectively to the professional demand within Cyprus. The institution demonstrates considerable experience in delivering studies of this nature. During the evaluation, the programme's purpose, objectives, and overarching goals were clearly articulated.

1.1 Policy for quality assurance

Through our discussions with the senior management team, the EEC observed that although the programme does have quality assurance procedures established, the overall organisational structure does not demonstrate the level of comprehensiveness that one would typically anticipate for a programme of this kind. The quality assurance framework operates through both Central and Local Committees. Whilst the roles, participation, and membership of the Central Committees are articulated with clarity, the composition and membership of the Local Committees remain somewhat ambiguous and would benefit from greater specification and transparency. The study programme operates under the oversight of the following committees and structures:

- Executive Committee
- Faculty and Administrative Committee
- Disciplinary Committee
- Programme Coordinator
- Student Affairs Committee
- Internal Quality Assurance Committee
- Programmes Committee
- Erasmus Committee

It is recommended that the institution compile and provide a detailed and comprehensive list of all committees operating within its structure, clearly distinguishing between those that function at the Central level and those operating at the Local level. This list should include the respective members of each committee, and care should be taken to ensure that no conflicts of interest exist amongst the membership.

1.2 Design, approval, ongoing monitoring and review

The design of the programme and its constituent subjects meet the essential skills, competencies, and body of knowledge that graduates need to enter and practise within the profession.

The objectives of the programme are generally reflective of the learning outcomes anticipated at diploma level. That said, the phrasing of certain programme-level and course-level learning outcomes could be refined and rephrased in order to more accurately convey the practical application and competences that are expected of students achieving this qualification level.

The programme should deliver knowledge appropriate to diploma level within the subject area. It more clearly needs to articulate components that provide essential background knowledge alongside some of the practical skills necessary for professional practice within the field.

The institution maintains relationships with several external partners from the industry sector, although the mechanisms in place for facilitating and ensuring prospective student employment opportunities could be made more robust.

The institution recognises that it faces challenges concerning the limited volume of research outputs and the current absence of a dedicated Research Committee. In the absence of a formal research structure, the opportunities available for promoting and encouraging research initiatives remain constrained.

1.3 Public information

The EEC committee has undertaken a review of the relevant course information, and the fundamental details are made publicly available on the institution's website. Information concerning the selection criteria, learning outcomes, and qualifications awarded is accessible to prospective students. In particular, the following information is published and available:

- *selection criteria*
- *learning outcomes*
- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to students*

The programme's purpose and objectives are clearly outlined on the website. The programme is designed with the aim of providing students with a solid foundational understanding of the sector, thereby preparing them adequately for a range of employment opportunities within the field.

1.4 Information management

Information pertaining to the management of the programme was deemed adequate, though there remains considerable scope for improvement in this area. Students and staff members are afforded certain opportunities to participate in the provision and analysis of information relevant to the programme. The institution has demonstrated that it has established basic processes for monitoring student progression and success rates, in addition to tracking student satisfaction with the programme. Students have access to library resources, which includes a link to the EBSCO platform that allows students to access a range of electronic resources remotely from any location. It is strongly recommended that the institution establish connections with additional scientific databases (such as those provided by Elsevier, Wiley, and similar providers) and that it works towards developing more comprehensive and robust management information systems to support programme delivery and evaluation.

Strengths

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

- The College has established and continues to maintain active connections with the industry sector, and is working to further strengthen and expand its relationships with relevant professional bodies and organisations.
- The College is committed to supporting the professional development of its students and provides them with introductions to the farming industry, placing particular priority on creating opportunities that facilitate their professional growth and readiness for employment.
- Quality assurance processes will be established and implemented in a manner that is consistent with the standards and procedures applied across other programmes offered by the institution.
- Academic staff members will ensure regular and effective communication with students, providing them with ample opportunities for discussion, consultation, and feedback throughout their studies.
- There is clear and substantial evidence demonstrating the College's emphasis on providing training and development opportunities for both staff and students.

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.

1. The programme structure needs to be reconsidered to ensure that the fundamentals are taught to students prior to the specialist knowledge.
2. The College needs to review course descriptions and specify which parts are theoretical and which are practical, with corresponding lessons for each. Course references must be updated to reflect recent and appropriate academic literature.
3. Teaching laboratories are limited, which restricts students' practical learning. This gap needs to be filled urgently to provide students with the necessary laboratory experience.
4. Library facilities need improvement to better support student learning and research. This means adding more books within the subject of agriculture, creating better study areas, and providing greater access to online resources and databases.
5. The composition and membership of the Local Committees are unclear and need to be specified and published on the programme's website.

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	Partially compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Partially 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.*

Findings

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

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

MIEET at Famagusta has a dedicated space within the technical school for staff offices and growing area but shares teaching, computer lab and library facilities. The staff occupy this space during the operational hours of MIEET, which is later in the day to the technical school and the students can access the staff and facilities as required which should help support student learning. The outdoor space delivers the opportunity for practical skills sessions which will be shared with the technical school. Appropriate planning will be required to make sure that jobs such as planting out, training plants, picking etc are left so that the MIEET students have the opportunity to gain these skills, but also that the MIEET students do not take all of these tasks away from the technical college students. There is a very small orchard section with a range of trees, but there is some concern that there are insufficient trees for each student to really take responsibility for a tree to develop and evaluate their pruning skills. There are also field facilities for wider vegetable and crop growing.

The programme structure needs a complete overhaul to make sure that courses cover all the programme aims and are taught to the students in a logical and progressive order. The programme needs to include some further livestock coverage within the courses and content.

Careful consideration should be given to the title of each of the courses to be reflective of the defined course material. It is worth completely rethinking the course names to make them level appropriate and to sound interesting for the students learning.

Take care to make sure that the course conflict truly represents what the course is designed to teach the students and that it is appropriate to the level of teaching.

Currently there are no research facilities on site but there are several research institutes within the area, e.g. potato research. The course content must ensure connectivity with these organisations to ensure the students are aware of the most up to date thinking and gain some awareness of the vital role of research in addressing environmental and production challenges in a changing climate.

The library resources were very small and no useful books within the agricultural area were visible. These facilities need to be enhanced to help develop student centred learning and teaching.

2.2 Practical training

- Lecture rooms will be shared with the technical school and used in the evening as teaching occurs between 5-9 pm. The classroom facilities are adequate to meet the diploma's teaching requirements.
- There are 3 greenhouses (one for tomatoes and cucumbers, one for plant raising and one for strawberries and lettuces), an outdoor melon production area, a field growing area and a very small orchard. Two of the greenhouses (strawberry and tomato) and the melon growing facilities are open system hydroponic growing in rockwool. Both rockwool as a growing media and open nutrient systems are considered slightly outdated as they present serious environmental concerns. To demonstrate more sustainable agricultural practice, as the

course name suggests, it would be appropriate to upgrade these facilities and incorporate sensors and other viable technical monitoring systems.

- There are no laboratory facilities available to the students and just 2 binoculars and 2 old monocular microscopes. The students would benefit from enhanced facilities to further investigate crop growth and development.
- It is vital that strong links are made with farmers in this important agricultural region to further enhance practical learning opportunities and to experience higher tech solutions for production.
- Students will require some access to livestock facilities as these are currently not available on the campus.

2.3 Student assessment

- The proportion of marks for each assessment should be evaluated when the course specification are updated to make sure it is representative of the work required and the ILOs assessed.
- The assessment section should be far more specific about the number and type of assessments in the section 'written assignments, reports, tests' (note, the exact wording varies course to course). It would help the students plan their workload if they know the deadlines for assessments and therefore the assessment dates should be included, ideally in table for clarity.
- Adopting a moderated assessment brief will help ensure assessment briefs are clear and that the learner understands the assessment requirements. It is recommended that all assessment briefs, tests, practicals etc are moderated before they are released to the student to ensure clarity and avoid biasing assessments towards particular students' preferences.
- Assessments will be submitted through Turnitin to allow for plagiarism detection. All marks should be moderated to ensure that correct marking levels have been used and that all marking is fair and equitable.
- There are appropriate procedures in place for the student appeals procedure.
- The current MIEET processes for mitigating circumstances seem poorly understood and have the potential to be confusing. Currently retake opportunities are 2 weeks after the first sit opportunity and could be deemed problematic if the student was suffering from mitigating circumstances at the time of assessment.

Strengths

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

- Practical facilities are very close to the classrooms enabling a quick transition between teaching environments to help maintain student engagement.
- There are a wide range of environments (greenhouses, orchards, fields) for students to learn a range of practical skills
- A dedicated and enthusiastic team of teaching staff with a broad range of skills to help cover most of the scope of the curriculum.
- The site is located in an important agricultural region which should provide a wide variety of off campus learning experiences.

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.

1. Programme structure

Redesign the programme structure to ensure that the content is progressive as it develops throughout the 4 semesters of teaching. Standardise the **presentation format** of course content across all specifications to ensure consistency and clarity

2. Learning Outcomes (ILOs)

Revise current learning outcomes to **intended learning outcomes (ILOs)**, ensuring clarity and measurability.

Align ILOs with [Bloom's Taxonomy](#), using appropriate action verbs that reflect the level of study.

Standardise the number of ILOs per course to **3–6 well-defined outcomes**.

See example for a crop health and protection module at level 6:

Intended Learning Outcomes: Assessment criteria against which students will be assessed and graded:	
ILO1	Have a systematic understanding of the key aspects of modern, integrated plant health and protection issues, in the context of sustainable crop production.
ILO2	Demonstrate the ability to devise and sustain arguments regarding different methods and technologies used for the prevention and control of crop problems.
ILO3	An ability to deploy and assess the impact of legislation and control on the efficacy and safety of crop health and protection practices.
ILO4	Have a conceptional understanding of the importance of national and international biosecurity measures.

Ensure that course content and assessments are **explicitly mapped to ILOs**, demonstrating how each outcome is achieved and evaluated.

3. Course Content Structure

Introduce a **week-by-week teaching plan** in each course specification, clearly outlining which are theoretical sessions, practical sessions and the key learning activities (could even say which of the course ILOs are met by each activity).

Make sure each section is clearly explained and the reasons for doing the learning and activities.

See example below:

Module Description

This module will support students in developing employability, academic and practical skills and competencies. Students will develop an understanding of the value of these skills to their academic studies, future graduate employers and other progression options such as enterprise or further study.

This module acts as a critical sign posting module enabling studies to evaluate their own existing skills and their opportunities for development during their intra curricular and extra curriculum activities.

Employability skills will be focussed on the RAU Graduate Framework. The framework aims to ensure the RAU Graduate is able to demonstrate and articulate their own employability strengths within the following four domains.

1. Professional Approach
2. Innovative Business Thinker
3. Sustainable and Environmental Mindset
4. Technically Skilled

The four domains have been mapped onto relevant professional standards including RICS & TIAH.

The RAU graduate will also be able to describe how their professional approach is informed by the existing RAU Values (Collaborative, Open-minded, Resourceful, Responsible, Inclusive).

Employers also value academic skills which are the tools used on a daily basis as a student. These skills include: Academic writing, Criticality and argument, Presentation skills, Seeking and summarising evidence, Digital literacy and ability to handle, manipulate and present data.

Practical skills included in this module are focussed on helping students identify the relevant practical skills needed for future employment opportunities. The practical skills element outlined below is deliberately broad and aimed at the land-based sector more generally. This reflects the purpose of undergraduate degrees as a broad foundation for future opportunities.

The practical element will be delivered by six half day practical sessions provided to all students on a rotation basis. Each session will be an "introduction to" & include the relevant health & safety requirements plus some specific practical element relating to course content.

An introduction to health and safety requirements to the extent required of an operator (as defined by TIAH) will be included in the module. This will also be included in the briefing for every practical session.

4. Student Assessment Design and Transparency

Review the **weighting and proportioning of marks** to ensure fairness, workload balance, and alignment with ILOs.

Provide **specific details** on the number, type, and format of assessments (e.g., written assignments, reports, tests, projects). Include an **assessment schedule** (ideally in table format) with deadlines and submission dates to help students plan their workload effectively. Moderate assessment briefs and marked work.

Example structure:

Approach to Assessment									
There are two assessments: 1. Completion of a reflective account (1,500 words, 80%) that includes a review of a students' current academic (LO1), employability (LO2) and practical (LO3) skills. The reflective account should consider how these skills have and will continue to be developed by you as a practitioner and be supported with current research and industry literature. The Academic Support Tutor will be available to discuss and provide feedback on the content of the reflective account 2. The Skills Portfolio requires satisfactory engagement and completion of at least 4 out of 6 practical skills tasks (5% for each passed element = 20%) demonstrating awareness of the relevant practical skills and requirements for Health and Safety (LO4). This will be a pass / fail element and each pass counts for 5% towards the 20% weighting for this element. Additional timetabled sessions will be arranged for those students failing to complete the task on first attempt.									
Assessment Components									
Component	Type	Weight	Acc' Req?	Submission Week	ILOs Assessed				
					1	2	3	4	5
Written self-reflection (1500 words)	Coursework	80%	☐	Week 12	☒	☒	☒	☐	☐
Skills Portfolio (4 tasks)	Practical	20%	☐	Week 10	☐	☐	☐	☒	☐

5. Learning Resources and Bibliography

Update and expand the **reading lists** to include more **recent reliable sources**. Enrichment of the agricultural section of the library to enable students to have access to newly published books, articles and reports. Update greenhouse facilities to demonstrate sustainable greenhouse practices.

6. Resubmission/retake procedures

The resubmission procedure needs to be more clearly defined taking care to ensure that it is fair and reasonable to students suffering challenges.

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	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*

- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

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

3.1 Teaching staff recruitment and development

The Ministry of Agriculture oversees staff recruitment and employment through formal procedures, managing appointments and determining staffing requirements.

3.2 Teaching staff number and status

The institution has prospective six teaching staff members. Once the programme is initiated, lecturers will be employed under contract.

3.3 Synergies of teaching and research

MIEEK does not undertake research, and prospective students are not involved in formal research activities during their studies, though they can visit the Ministry of Agriculture site where research takes place.

Strengths

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

- The Ministry of Education handles staff recruitment through established procedures that maintain fair and transparent appointments according to European standards.
- Prospective teaching staff possess Master's degrees or higher qualifications, including one PhD holder who brings research knowledge and academic depth to the programme.
- The department employs both permanent staff who maintain consistency and pool staff who offer varied experience and adaptability.

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.

1. Recruit more staff with doctoral qualifications to build research capability, enhance teaching quality, and provide prospective students with specialist knowledge and up-to-date understanding of sustainable farming. Provide more comprehensive and diverse professional development opportunities for all prospective staff to enhance their expertise, maintain awareness of contemporary teaching approaches, and strengthen their competence in sustainable farming and educational delivery.

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

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

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

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

4.1. Student admission

The student admission requirements will be publicly available, effective, and will ensure the institution admits qualified students. These will include academic qualifications—such as grades and standardised test scores—and non-academic criteria, such as extracurricular activities and community service.

4.2. Student progression

The Secretariat will maintain comprehensive digital records of academic performance for prospective students and graduates. This data will enable effective trend analysis and will support informed programme-related decisions. Students will be required to achieve a passing grade of 50 % to progress through the programme.

The programme will provide academic support and resources to help prospective students navigate challenges during their studies. Prospective students will benefit from regular meetings with the programme coordinator and course leaders for advising and counselling. These sessions will offer valuable feedback on academic performance and practical guidance on achieving goals.

The organisation will establish effective committees to facilitate communication and collaboration. The Programme Committee will actively discuss programme content, delivery, and issues raised by prospective students and staff. All committee discussions and actions will be thoroughly recorded for review and analysis.

4.3. Student recognition

This programme will be equivalent to level 5b education in the European system. It will comprise four semesters of full-time study with 14 weeks of teaching per semester, including final examinations. Students will earn 120 ECTS credits, which will be fully transferable to other institutions within the European Union. The programme will combine theoretical and practical courses, with valuable opportunities for research and internships. The pass grade will be 50 %. The EEC notes a concern regarding the absence of incentives or recognition mechanisms for prospective high-achieving students, particularly those in the top 5 % of academic performance or

the awarding of levels of study e.g. pass, merit and distinction. This lack of motivation and reward for excellence may hinder the development of a culture that encourages and celebrates outstanding achievement amongst the most capable students.

4.4. Student certification

The institution will establish and publish clear regulations governing student certification. These regulations will provide comprehensive guidelines and will ensure fair, consistent evaluation of all students. The regulations will be regularly reviewed and updated to remain current and relevant to student needs. The institution will demonstrate strong commitment to providing a high-quality, rigorous certification process for all students.

Strengths

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

The institution will establish clear admission procedures that attract suitable candidates through well-defined selection criteria. These criteria will cover academic performance, participation in extracurricular activities, community involvement, and personal attributes that indicate readiness for the programme. The college will put in place systems for monitoring student progress throughout their studies. These will include reviewing academic records to identify difficulties at an early stage, then applying specific teaching methods to address particular problems. The institution will also establish mechanisms for collecting feedback from prospective students and staff, which will guide continued improvements to monitoring practices. This will ensure that students experiencing difficulties receive suitable support whilst all learners make consistent progress towards completing their studies.

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.

1. The institution should establish formal recognition schemes for prospective students who demonstrate exceptional academic performance throughout their studies. Such schemes serve multiple purposes: they motivate students to invest greater effort in their coursework, they deepen engagement with the subject matter, and they contribute to raising the overall academic standards across the programme. Recognition mechanisms can take several different forms, depending on the resources available and the institutional culture. These might include the awarding of certificates of excellence, presentation of medals or trophies at graduation ceremonies, provision of merit-based scholarships or bursaries for continuing education, public acknowledgement through dean's lists or honours boards, and special mentions during formal college events and assemblies. By systematically celebrating students' dedication, hard work, and academic accomplishments, the institution creates a positive learning environment in which high achievement is valued, recognised, and becomes embedded within the broader institutional culture. This not only benefits individual students

but also establishes a benchmark of excellence that inspires others to strive for similar levels of performance.

2. Furthermore, the institution must implement a structured opportunity for prospective students to retake selected modules with the specific aim of improving their final grades. Under this arrangement, students would be permitted to choose between two and three courses at the end of the spring semester for re-examination during a designated resit period. This policy recognises that students may initially struggle with certain subjects due to various factors—such as unfamiliarity with assessment formats, personal circumstances affecting their performance, or simply the need for additional time to master complex material. By offering this second chance, the institution demonstrates a genuine commitment to student success and acknowledges that learning is not always a linear process. This approach fosters a growth-oriented mindset amongst the student body, encouraging learners to view challenges as opportunities for improvement rather than as permanent setbacks. It also reduces the pressure associated with single-attempt assessments and allows students to build confidence in their academic abilities. Ultimately, such a policy reflects an educational philosophy centred on development, resilience, and the belief that all students, with appropriate support and opportunity, can achieve higher standards of academic performance.

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	Partially compliant
4.3	Student recognition	Partially compliant
4.4	Student certification	Partially compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 1. Teaching and Learning resources**
- 2. Physical resources**
- 3. Human support resources**
- 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.*

Findings

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

5.1 Teaching and Learning Resources

MIEEK will use Moodle to upload teaching materials and communicate with students. However, concerns have been raised regarding the overall organisation and availability of teaching and learning resources.

- Whilst basic resources are available, the overall provision shows has some deficiencies in organisation and comprehensiveness. Prospective academic and administrative staff work to follow a student-centred learning approach and provide flexible modes of learning and teaching, focusing on practical skills required for the profession, but they are held back by inadequate practical facilities and resources.
- Prospective students have access to the library, which provides an adequate number of computers and books, as well as access to EBSCO (either via library computers or remotely). However, the library's physical collection is severely limited, particularly in specialised agricultural sciences.
- Students will be able to receive notes, further reading, and other sources via the VLE (Moodle).
- The list of books on Sustainable Agriculture is limited. A substantial investment in current textbooks, reference materials, and additional resources on Sustainable Farming is needed. The library lacks essential reference works, international journals, and contemporary publications that are necessary for a comprehensive agricultural education.

- Access to electronic databases beyond EBSCO is severely restricted. The institution should establish subscriptions to major scientific databases such as Elsevier, Wiley, Springer, and agricultural-specific databases to provide students with access to current research and industry developments.

5.2 Physical Resources

The physical resources at MIEEK present the most serious area of concern identified by the EEC. The institution shows substantial deficiencies in laboratory facilities and practical training spaces for delivering a comprehensive programme in Sustainable Farming.

- The department provides computer rooms and lecture rooms equipped with computer connections but without recording facilities.
- The institution lacks laboratory facilities.

5.3 Human Support Resources

- All human support resources, practices, and policies are in place. The Institute has the potential to provide support for students' well-being, academic experience, student life, and learning.
- The academic staff show strong commitment but they are held back by inadequate laboratory and field facilities, which limits their ability to deliver the practical, hands-on training that is essential for this programme.
- The EEC notes that whilst the College has demonstrated engagement with external stakeholders through informal channels and ad hoc consultations, there is currently no formally established and proper External Stakeholder Committee in place. The absence of such a structured committee represents a significant gap in the programme's governance and quality assurance mechanisms. A formal External Stakeholder Committee would provide systematic input from industry professionals, agricultural enterprises, government bodies, and other relevant stakeholders, ensuring that the programme remains aligned with evolving industry needs, labour market demands, and professional standards. The establishment of this committee would facilitate regular, structured dialogue between the institution and the agricultural sector, enabling timely curriculum updates, enhanced placement opportunities, and stronger links between academic training and professional practice. The EEC strongly recommends that the College prioritise the formation of this committee as a matter of urgency to strengthen the programme's external engagement and ensure its continued relevance to the agricultural industry in Cyprus.

5.4 Student Support

- Prospective students will be informed about all existing policies through the student handbook and at events organised by administrative support staff, particularly during orientation at the beginning of the semester.

Strengths

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

The institution shows several strengths in its resource provision and support systems. MIEEK uses Moodle for uploading teaching materials and student communication and is investing in new software to integrate services and improve student access to grades. The College provides a central hub where provisions can be accessed at one point of contact. Prospective students will, after some investment, have access to a library with an adequate number of computers and books, as well as remote access to EBSCO. Academic and administrative staff will work to follow a student-centred learning approach, focusing on practical skills required for the profession. The College provides strong human support resources, with robust support for students' wellbeing, academic experience, student life, and learning. Academic staff show strong commitment to student success. Students will receive thorough information about existing policies through the student handbook and orientation events, with international students receiving additional support for immigration processes and accommodation.

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.

1. Expand the library's physical collection, particularly in specialised agricultural sciences, with current textbooks, reference materials, and contemporary publications.
2. Establish subscriptions to major scientific databases such as Elsevier, Wiley, Springer, and agricultural-specific databases beyond EBSCO.
3. Create a dedicated, properly equipped multi-functional laboratory with adequate space, specimens, and equipment.
4. Human Support Resources: Establish a formally structured External Stakeholder Committee and make it operational. The institution should formalise Memoranda of Collaboration, Understanding, and Cooperation with relevant private companies, agricultural enterprises, industry partners, and universities, both domestic and international, for interaction, dialogue, knowledge exchange, student placement opportunities, collaborative research, and partnerships.

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	Partially compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

1. Selection criteria and requirements
2. Proposal and dissertation
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.

Findings

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

Not applicable

Strengths

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

Not applicable

Areas of improvement and recommendations

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

Not applicable

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

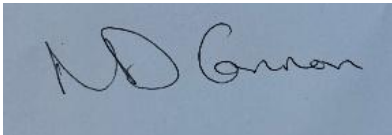
Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Final Remarks

The Sustainable Farming programme at MIEEK Famagusta has **significant potential** to address an important educational need in Cyprus and to produce competent agricultural professionals equipped for the challenges of 21st-century sustainable agriculture. The dedication of the teaching team, the strategic location, and the institutional commitment to vocational education provide a strong foundation.

The EEC strongly encourages MIEEK Famagusta to address the concerns systematically, prioritizing the **establishment of essential practical facilities** and the **revision of curriculum documentation**. With the recommended improvements, this programme can become a valuable diploma of vocational agricultural education in Cyprus, producing graduates who contribute meaningfully to the development of sustainable and innovative agricultural practices.

E. Signatures of the EEC

Name	Signature
Martin Weih	
Nicola Cannon	
George Tsiamis	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: 14/10/2025