

Doc. 300.1.3

Date: 2026-04-03

Feedback Report from EEC Experts

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

In Greek:

Αειφόρος Διαχείριση Γεωργικών Μονάδων [2
ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα]

In English:

Sustainable Farming [2 academic years, 120 ECTS,
Diploma]

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

In Greek: Concentrations

In English: Concentrations



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

A. External Evaluation Committee (EEC)

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



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
1.The programme structure needs to be reconsidered to ensure that the fundamentals are taught to students prior to the specialist knowledge.	A thorough review has been made to the structure of all courses, including goals, learning outcomes, analytical outlines and content, based on the recommendations of the Committee. In this way there will be a smoother transition from fundamentals to specialist knowledge (Annex 1).	Compliant. The institution reports a thorough review of all course structures, goals, learning outcomes, and content to ensure a smoother transition from fundamentals to specialist knowledge (Annex 1). The commitment to restructuring is acknowledged. However, since the revised course outlines (Annex 1) were provided in compressed format, the EEC was unable to fully verify the extent of the changes. The institution should ensure that the revised programme structure clearly demonstrates a logical progression from fundamental to specialist knowledge across the four semesters and make the updated syllabi publicly accessible.
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.	In the frame of the in-depth review that was made to all course analytical outlines, changes took place in order to be a clear distinction between theoretical and practical parts of each course. Also, there was an update of the academic references of the courses, based on the recommendation of the External Evaluation Committee (Annex 1).	Compliant. The institution indicates that course outlines have been revised with clearer distinction between theoretical and practical components, and that academic references have been updated (Annex 1). The updated book list (Annex 6) includes a reasonable range of relevant titles in agricultural sciences. The EEC notes, however, that a number of listed references date from the late 1990s and early 2000s; the institution should ensure that the bibliography is regularly refreshed to reflect current developments in sustainable farming.
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.	Regarding the laboratory facility, it has been agreed that the chemical laboratory of the Technical School of Avgorou will be provided to AGRO students. In this way, students of the programme will	Partially compliant. The arrangement to use the chemical laboratory of the Technical School of Avgorou is a positive interim step, providing access to

	have the opportunity to use all the existing specialized equipment, such as pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes etc. in a proper environment (Annex 2). In addition, the MIEEK Avgorou Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been developed for the additional equipment (Annexes 3,4).	basic analytical equipment (pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes). However, this remains a shared facility rather than a dedicated laboratory for the AGRO programme. The letter to the Ministry of Education requesting approximately EUR 10,000 for additional lab equipment (Annex 3) demonstrates intent, but funding has not yet been secured. The EEC recommends that the institution continue to pursue dedicated laboratory facilities and provide a progress update on the funding outcome. This remains a critical area for the programme's practical learning component.
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.	The MIEEK Regulations Manual (Section 4.1, 4.2 – Premises, Library, pages 3-4, Annex 5) explicitly requires that each MIEEK Branch ensures access to adequate physical and digital learning resources. In accordance with this framework, the MIEEK Avgorou Branch already provides dedicated library facilities in the premises of the Technical School of Avgorou. This library hosts a significant collection of agricultural books that can cover the demands of the AGRO programme. In addition, an updated Book List (Annex 6) has been sent to the Ministry of Education for ordering, which includes Greek and English-language titles in the fields of organic horticulture, crop production, and sustainable agriculture. Moreover, students of AGRO will be able to get access to digital materials via the MIEEK e-learning platform (Moodle) and the Cyprus Pedagogical Institute e-Library portal.	Compliant. The institution has prepared a comprehensive book list (Annex 6) with over 50 relevant titles in Greek and English, covering soil science, plant pathology, greenhouse management, organic farming, agricultural machinery, and related fields. The list has been submitted to the Ministry of Education for ordering. Students also have access to the Technical School library and digital resources via Moodle and the Cyprus Pedagogical Institute e-Library portal. The EEC recommends that the institution confirms delivery of the ordered books and ensures ongoing access to up-to-date digital resources in agricultural sciences.
5. The composition and membership of the Local Committees are unclear and need to be specified and published on the programme's website.	At MIEEK there is full transparency regarding the composition and membership of the Local Committees. According to the MIEEK Quality Assurance Manual (pages 09–13,	Partially compliant. The Quality Assurance Manual (Annex 7, pp. 9-13) provides a detailed description of committee structures at both central and local

	annex 7), each Branch operates several Local Committees with specific composition. For instance, Local Internal Quality Committees are chaired by the Quality Assurance Officer, with members including the District Director, Assistant District Director, Academic Coordinators of selected programmes, and a student representative. The composition of these Committees is formally approved by the MIEEK Council and functions under the framework of the Quality Assurance and Accreditation of Higher Education Law of the Republic of Cyprus (L.136(I)/2015 – L.132(I)/2021). This structure ensures the representation of both management and academic staff, as well as the student body, in accordance with the MIEEK Quality Assurance framework. To further address the Evaluation Committee's recommendation, steps have been taken in order to publish the composition of not only the Central Committees which are already uploaded on the official MIEEK website (www.mieek.ac.cy) but also the local ones. In this way, permanent public access and alignment with the principle of transparency stipulated in the MIEEK Study Regulations (2025-2026) will be ensured.	levels, including the composition, chairpersons, and terms of reference for all key bodies (Academic Committee, Quality Committees, Programme Councils, Disciplinary Committees, Student Welfare Committees, etc.). However, the institution acknowledges that steps are still being taken to publish local committee compositions on the official website. The EEC recommends that this be completed as a matter of priority to ensure full transparency and public accountability, in line with ESG standards.
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2. Student - centred learning, teaching and assessment (ESG 1.3)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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	A thorough review has been made to the structure of all courses, including goals, learning outcomes, analytical outlines and content, based on the recommendations of the Committee. In this way, there will be a smoother transition from fundamentals to specialist knowledge (Annex 1).	Compliant. The institution reports a thorough revision to ensure progressive content across the four semesters, with standardised presentation of course content (Annex 1). As noted above, the EEC was unable to fully verify the revised outlines due to the compressed format. The institution should ensure that the progression is clearly evidenced in the course documentation and that the format is consistent across all course specifications.
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. Ensure that course content and assessments are explicitly mapped to ILOs, demonstrating how each outcome is achieved and evaluated.	As part of the in-depth review of the course outlines, all the necessary modifications were made to the intended learning outcomes of all courses, based on the recommendations of the Evaluation Committee (Annex 1).	Compliant. The institution reports that intended learning outcomes (ILOs) have been revised for all courses based on the EEC's recommendations (Annex 1). The EEC recommends that the institution verifies that all ILOs use measurable action verbs aligned with Bloom's Taxonomy, that each course contains 3-6 well-defined outcomes, and that explicit mapping between ILOs, content, and assessment methods is documented in each course specification.
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.	As part of the in-depth review of the course structure, all the necessary modifications were made to all course content, in order to introduce a week-by-week teaching plan, defining theoretical and practical sessions in a clear and consistent way. Also, course ILOs have been connected with content and activities (Annex 1).	Compliant. The institution reports that week-by-week teaching plans have been introduced for all courses, with clear distinction between theoretical and practical sessions and linkage to ILOs (Annex 1). This is a positive development. The EEC recommends that these plans be kept under regular review and made available to students at the beginning of each semester.
4. Student Assessment Design and Transparency Review the weighting	As part of the revision of AGRO course outlines, the student grading	Compliant.

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.	process was reviewed. Particular emphasis was placed on the way students are assessed through the assignment of theoretical and practical assignments. For this purpose, a special directive was issued with all the necessary details (deadlines, submission dates, etc.) which was communicated to the students at the beginning of the semester (Annexes 1, 8).	The institution has issued clear assignment writing guidelines (Annex 8) specifying structure, word count, referencing standards (APA/Harvard), plagiarism detection via Turnitin, and grading criteria. The Regulations of Studies (Annex 5) specify a transparent grading framework (attendance 10%, assignments 20%, mid-term examination 30%, final examination 40%). The late submission policy (5% penalty per day, up to 25%) and plagiarism penalties are clearly defined. The EEC recommends that specific assessment briefs with rubrics be provided at the start of each course, and that moderation of marked work be formalised.
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.	The MIEEK Avgorou Branch already provides dedicated library facilities in the premises of the Technical School of Avgorou. This library hosts a significant collection of agricultural books that can cover the demands of the AGRO programme. In addition, an updated Book List (Annex 6) has been sent to the Ministry of Education for ordering, which includes Greek and English-language titles in the fields of organic horticulture, crop production, and sustainable agriculture. Moreover, students of AGRO will be able to get access to digital materials via the MIEEK e-learning platform (Moodle) and the Cyprus Pedagogical Institute e-Library portal. As far as the greenhouse facilities are concerned, there are three greenhouses in place that will be available for the practice of AGRO students. Two of them are used for several vegetables growing and another one for plant strengthening and raising. All greenhouses have modified arched shape with polycarbonate panels as a covering material and include all the necessary technological equipment, such as control room, cooling system, dynamic ventilation,	Partially compliant. The book list (Annex 6) is comprehensive and addresses the bibliography concern. Regarding greenhouses, the three existing facilities with basic equipment (control room, cooling, ventilation, irrigation, heating) provide an adequate starting point. However, the EUR 38,000 upgrade request submitted to the Ministry of Education (Annex 3) has not yet been funded. The institution should prioritise securing this funding to enable demonstration of modern, sustainable greenhouse practices. The EEC recommends providing a timeline for the planned greenhouse upgrades.

	irrigation system, heating, etc. This equipment is considered to be satisfactory and meets the needs of the programme of study. Nevertheless, in consultation with the Ministry of Education, actions have been initiated to secure funding for the update of the existing greenhouse units. To be more specific, economic and technical specifications have been developed for more sophisticated equipment and a letter has been sent to the Ministry of Education to investigate the possibility of securing relevant funding. (Annexes 3,9).	
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.	The resubmission and re-examination process at MIEEK is clearly defined in the Regulations of Studies, uploaded on the MIEEK website, ensuring fairness and equal treatment for students who face difficulties. Specifically: Re-examinations are decided by the Programme Council within fifteen (15) days after the publication of results and are permitted for up to two courses per semester for students who did not achieve a grade of 50/100. (MIEEK Regulations, pp. 14–15, Annex 5). In exceptional cases, where failure is not due to negligence or where mitigating circumstances (e.g. medical reasons) exist, a student may be granted one additional re-examination upon decision of the Programme Council, provided that all supporting documents are submitted within one week. (MIEEK Regulations, p. 15). The Regulations also make provision for justified absences from examinations, allowing students to be examined on another date in cases of serious illness or other documented reasons, upon approval by the Programme Council (MIEEK Regulations, p. 12).	Fully compliant. The Regulations of Studies (Annex 5, pp. 14-15) provide a clear, transparent, and fair framework for re-examinations. Key provisions include: re-examinations for up to 2 courses per semester for students not achieving 50/100, decided by the Programme Council within 15 days of results publication; additional re-examination in exceptional circumstances (medical reasons, documented mitigating factors) upon decision of the Programme Council; provisions for justified exam absences with alternative examination dates; and reasonable accommodations (additional time, alternative formats) for students with documented learning or health difficulties. This framework satisfactorily addresses the EEC's recommendation.

	Moreover, reasonable accommodations (such as additional time or alternative examination formats) are provided for students with documented learning or health difficulties, upon submission of medical or expert evidence (MIEEK Regulations, p. 12). Therefore, the existing MIEEK framework already ensures clarity, transparency, and fairness, while allowing reasonable flexibility and a student-centred approach for those facing documented challenges.	
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3. Teaching staff (ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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.	At MIEEK, the existing framework already ensures that teaching staff possess academic and professional qualifications fully aligned with the level and orientation of CyQF Level 5B programmes: As stipulated in MIEEK Regulations (2025-26), at least 70% of the teaching staff hold an academic qualification one level higher than the level of the programme they teach (MIEEK Regulations, p. 5, Annex 5). This criterion fully complies with the requirements for Level 5B vocational programmes, where a PhD degree is not a prerequisite. Moreover, one instructor of the AGRO programme of studies already holds a PhD, further enhancing the academic depth and research-informed character of the teaching team. Nevertheless, an effort will be made to explore the possibility of employing more instructors with doctoral degrees. In addition, MIEEK employs experienced professionals from the industry, ensuring that students benefit from applied expertise and current developments in the professional field, in line with the institution's applied, vocational mission (MIEEK Regulations, p. 5). Continuous training and pedagogical development of teaching staff are secured through programmes of the Cyprus Pedagogical Institute, specialized seminars organized by the Academic Coordinators of each programme, according to identified needs and Erasmus+ mobility,	Partially compliant. The EEC acknowledges that for CyQF Level 5B vocational programmes, a doctoral qualification is not a formal prerequisite, and that the institution meets the regulatory threshold of at least 70% of teaching staff holding qualifications one level above the programme level (Annex 5, p. 5). The presence of one PhD holder among the AGRO teaching staff is noted. The employment of experienced industry professionals is appropriate for the vocational orientation of the programme. However, the EEC maintains that recruiting additional staff with doctoral qualifications would strengthen the research-informed teaching capacity and contribute to a higher academic standard. The institution's stated intention to "explore the possibility" of employing more PhD holders is noted but lacks a concrete action plan or timeline. Similarly, while professional development mechanisms exist (Cyprus Pedagogical Institute training, seminars, Erasmus+ mobility), the evidence provided (Annex 10, in compressed format) could not be fully verified. The EEC recommends developing a structured, documented professional development plan with measurable targets and systematic recording of participation.

	supporting the enhancement of teaching quality and innovation (MIEEK Regulations, p. 5). Typical examples of participation in seminars, workshops and conferences are attached (Annex 10). Therefore, given the applied vocational character of MIEEK programmes (CyQF 5B), the existing staff qualifications — including the presence of a PhD holder — are fully adequate and consistent with the academic and professional standards defined by the institutional framework and level of study. In conclusion, MIEEK already ensures structured, diversified, and continuous professional development for teaching staff, keeping them aligned with modern pedagogical methodologies, sectoral innovations, and the evolving needs of vocational education.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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.	Mechanisms for recognizing and rewarding student excellence are already established within the institutional framework. According to MIEEK Regulations 2025-2026 (p. 21, Annex 5) honorable mentions are awarded to students who have completed their studies and achieved an overall average of "Excellent" (90-100). To be more specific, students who achieve outstanding academic performance upon graduation are formally awarded prizes of significant value, which may include monetary awards, scholarships, or professional equipment related to their field of study. These awards are presented during the official graduation ceremonies, in the presence of institutional representatives and stakeholders, thereby giving public recognition to student achievement. The recognition of top-performing students thus serves a dual purpose: it rewards commitment and excellence, while also enhancing the overall academic standards and institutional ethos of MIEEK.	Fully compliant. The Regulations of Studies (Annex 5, p. 21) confirm that students who complete their studies with an overall average of "Excellent" (90-100) receive honourable mentions and formal awards of significant value (monetary awards, scholarships, or professional equipment) presented during official graduation ceremonies. This mechanism satisfactorily addresses the recommendation for formal recognition of exceptional academic performance. The EEC welcomes the dual purpose of these awards in rewarding individual excellence and enhancing institutional academic standards.
2.Furthermore, the institution must implement a structured opportunity	The existing MIEEK framework already provides structured	Substantially compliant.

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.	opportunities for students to retake modules and improve their academic performance. According to MIEEK Regulations (pp. 14–15, Annex 5), students who fail to achieve a passing grade may select up to two courses per semester for re-examination, with additional opportunities granted in exceptional circumstances. Also, in the next review of MIEEK Regulations, the possibility of offering students the opportunity to retake certain modules to enhance their results will be examined. The Quality Assurance Manual further ensures that these procedures are transparent, equitable, and supportive of student progress, fully aligning with the spirit of the Evaluation Committee's recommendation.	The existing Regulations of Studies (Annex 5, pp. 14-15) permit students who fail to achieve 50/100 to select up to 2 courses per semester for re-examination, with additional provisions in exceptional circumstances. The institution's commitment to examining, during the next review of Regulations, the possibility of offering students the opportunity to retake courses specifically for grade improvement (not just for passing) is welcomed. The EEC recommends that this review be prioritised and that the resulting policy explicitly allows students to retake selected modules to improve their grades, not only to achieve a passing mark.
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5. Learning resources and student support (ESG 1.6)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
1. Expand the library's physical collection, particularly in specialised agricultural sciences, with current textbooks, reference materials, and contemporary publications.	The MIEEK Regulations Manual (Section 4.1, 4.2 – Premises, Library, pages 3-4, Annex 5) explicitly requires that each MIEEK Branch ensures access to adequate physical and digital learning resources. In accordance with this framework, the MIEEK Avgorou Branch already provides dedicated library facilities in the premises of the Technical School of Avgorou. This library hosts a significant collection of agricultural books that can cover the demands of the AGRO programme. In addition, an updated Book List (Annex 6) has been sent to the Ministry of Education for ordering, which includes Greek and English-language titles in the fields of organic horticulture, crop production, and sustainable agriculture.	Compliant. As noted in previous sections, the institution has prepared a comprehensive book list (Annex 6) covering specialised agricultural sciences, submitted to the Ministry for ordering. The MIEEK Avgorou Branch has access to the Technical School library facilities. The EEC recommends confirming delivery of the ordered titles and establishing a regular review cycle to keep the collection current with contemporary publications in sustainable agriculture.
2. Establish subscriptions to major scientific databases such as Elsevier, Wiley, Springer, and agricultural-specific databases beyond EBSCO.	MIEEK students and teaching staff already have free access to a wide range of scientific and educational databases that support research, learning, and teaching across all programmes: According to MIEEK Regulations of Studies (p. 4), students have direct access to electronic libraries and databases through the Cyprus Pedagogical Institute, which provides digital access to international scientific resources via its online platform (http://www.pi.ac.cy). This access includes a broad collection of academic journals, e-books, and research materials across disciplines, including those	Partially compliant. The institution reports that students and staff have access to electronic libraries through the Cyprus Pedagogical Institute online platform. While this provides some digital resources, the institution has not specifically addressed the original recommendation to establish subscriptions to major scientific databases such as Elsevier, Wiley, Springer, or agricultural-specific databases (e.g., CAB Abstracts, Web of Science). For a CyQF Level 5B programme, the current provision may be adequate for basic needs, but the EEC recommends that the institution explores expanding access to international agricultural databases as the programme develops, possibly through inter-

	relevant to agriculture and environmental sciences. Therefore, the Public School of Higher VET - MIEEK already provides structured and institutional access to international academic databases, fulfilling the educational and research needs of its programmes within the framework defined by national and institutional policies.	institutional agreements or consortium subscriptions.
3.Create a dedicated, properly equipped multi-functional laboratory with adequate space, specimens, and equipment.	Regarding the laboratory facility, it has been agreed that the chemical laboratory of the Technical School of Avgorou will be provided to AGRO students. In this way, students of the programme will have the opportunity to use all the existing specialized equipment such as pH meters, hygrometers, conductivity meters, refractometers, microscopes, stereoscopes etc. in a proper environment (Annex 2). In addition, the MIEEK Avgorou Branch has already contacted the Ministry of Education in order to secure funding for ordering additional equipment, which will fully cover the needs of the programme. Specific economic and technical specifications have also been developed for the additional equipment (Annexes 3,4).	Partially compliant. As noted previously, the arrangement to share the chemical laboratory of the Technical School of Avgorou provides interim access to basic equipment. The funding request to the Ministry (Annexes 3, 4) for additional equipment demonstrates proactive engagement. However, the recommendation called for a dedicated, properly equipped multi-functional laboratory, which has not yet been fully realised. The EEC recommends that the institution continues to pursue the establishment of a dedicated AGRO laboratory with adequate space and specialised 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.	The Quality Assurance Manual of MIEEK (p. 35-36, Annex 7) explicitly describes the “Social and Entrepreneurial Dimension of the Programme”, outlining that each programme develops cooperation with other institutions and enterprises to promote knowledge exchange, applied learning, and connection with the labour market. Additionally, MIEEK Regulations of Studies (pp. 4–5) confirm that MIEEK programmes operate in close cooperation with the productive sector and social partners, aligning training content with market needs.	Compliant. The Quality Assurance Manual (Annex 7, pp. 35-36) describes the framework for external collaboration, and the MIEEK Regulations confirm that programmes operate in close cooperation with the productive sector. The signed Memoranda of Cooperation with the Pangrotikos Farmers' Association of Limassol and the Cyprus Organic Farmers' Association (Annex 11) demonstrate concrete engagement with the agricultural industry. The planned formalisation of collaboration with the Agricultural Research Institute and Cyprus University of Technology is encouraging.

	Moreover, within the specific context of the CROP and AGRO programmes, formal Memoranda of Cooperation have already been signed with: - Pangrotikos Farmers' Association of Limassol, and - Cyprus Organic Farmers' Association, establishing a solid foundation for continuous dialogue, student placements, and collaboration with the agricultural industry. Moreover, CROP & AGRO programmes of studies are in the process of formalizing their existing collaboration with both the Agricultural Research Institute and the Cyprus University of Technology. Therefore, the existing MIEEK institutional framework already embeds structured collaboration with external stakeholders, while both CROP and AGRO programmes have actively implemented partnerships in line with the Evaluation Committee's recommendation (Annex 11).	The EEC recommends that: (a) a formally structured External Stakeholder Committee be established with documented terms of reference and regular meeting schedules; (b) the MoUs with the Agricultural Research Institute and Cyprus University of Technology be finalised; and (c) student placement opportunities within these partnerships be actively developed and documented.
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6. Additional for doctoral programmes (ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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7. Eligibility (Joint programmes)

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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.	The MIEEK Avgorou Branch acknowledges the valuable recommendations provided by the External Evaluation Committee and has taken systematic actions to address the identified areas for improvement. Specifically, the structure of all courses within the AGRO programme has been thoroughly revised, including updates to the course objectives, learning outcomes, content, and assessment methods, ensuring alignment with current vocational education standards and industry needs. Furthermore, significant progress has been made regarding the enhancement of the programme's practical facilities and equipment. The chemical laboratory at the Avgorou Technical School has been granted to better support AGRO students training, and actions have been initiated for further upgrade of greenhouses equipment so that students will get improved opportunities for applied learning in sustainable and innovative agricultural practices. Through these targeted actions, the MIEEK Avgorou Branch reaffirms its commitment to delivering a high-quality vocational agricultural education programme that meets both national and European standards, preparing graduates to effectively contribute to the advancement of sustainable agriculture in Cyprus.	The EEC acknowledges the systematic and constructive response of MIEEK Avgorou to the recommendations of the original evaluation report. The institution has demonstrated a genuine commitment to improving the quality of the Sustainable Farming programme across several key areas. Areas of notable progress include: the comprehensive revision of course outlines and learning outcomes; the detailed and transparent framework for student assessment, re-examination, and academic recognition; the preparation of a substantial book list for the library; the engagement with external agricultural stakeholders through formal Memoranda of Cooperation; and the detailed Quality Assurance Manual and Regulations of Studies. Areas requiring continued attention include: the establishment of dedicated laboratory facilities (currently shared with the Technical School); the securing of Ministry funding for laboratory equipment (EUR 10,000) and greenhouse upgrades (EUR 38,000); the recruitment of additional staff with doctoral qualifications; the expansion of access to international scientific databases; and the publication

		of local committee compositions on the institutional website. Overall, the institution has taken satisfactory actions in most areas, with several items still in progress. The programme has the potential to provide a valuable vocational diploma in sustainable farming in Cyprus, provided that the outstanding infrastructure and staffing improvements are realised. The EEC recommends that the institution provides a follow-up progress report on the pending actions within 12 months. With regard to correspondence with the EQF, the programme at Level 5 (CyQF 5B) is broadly aligned with the expected learning outcomes for this level, combining theoretical knowledge with practical skills and competences relevant to sustainable agriculture.
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D. Signatures of the EEC

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