Doc. 300.1.1

Date: 12 July 2021

External Evaluation Report

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

- **Higher Education Institution: MIEEK**

- **Town: Limassol**

- **School/Faculty (if applicable): MIEEK Limassol**

- **Department/ Sector:** Department/Sector

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

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

  In English:

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

- **Language(s) of instruction: Greek**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

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First of all we would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for giving us the opportunity to participate in this evaluation.

Three academic members and a student representative were involved with the External Evaluation Committee for the Diploma in Supply Chain Management and Maritime Studies offered by MIEEK in Limassol.

This evaluation was conducted virtually / online taking into account the ongoing challenges faced with Covid-19. The External Evaluation Committee received well in advance relevant material and videos which were extremely useful for our preparatory work and to review the physical infrastructure. Relevant virtual meetings took place where External Evaluation Committee members were able to discuss a range of issues with the senior management of MIEEK, academic faculty / teaching staff, the Programme coordinator, administrative / support staff and student representatives.

Some presentations were provided during these meetings and Committee members had the opportunity to ask several questions.

Committee members would like to thank the team from MIEEK for their cooperation and assistance during this evaluation as well as the coordinator from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for ensuring this evaluation was conducted under a fruitful and efficient manner.

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B. External Evaluation Committee (EEC)

Name	Position	University
Michael Bourlakis	Professor of Logistics & Supply Chain Management	Cranfield University
Dimitrios Aidonis	Associate Professor	International Hellenic University
Evangelos Sambracos	Professor	University of Piraeus
Maria Naziri	Student	UCY
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) *sub-areas*
    (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
    (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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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:*
  - *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*

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*
  - *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - *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*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

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

The program of studies "Supply Chain Management and Maritime Studies" deals with functions of logistics and supply chain management applied on the maritime industry. The evaluation reports on the issues of the study programme and study programme's design and development are based on the oral discussions and forms submitted in the application and the internal evaluation of the Higher Education Institution MIEEK Limassol, as well as on the existing infrastructure of the institution that supports all curricula provided by due Institution.

Quality assurance is considered very well and it is estimated that the good practice of the MIEEK Limassol is applied with the same good results as in other ongoing programs. It has a formal status and is publicly available. Note that the curriculum has been done in collaboration with the Cyprus Shipping Chambers, the Cyprus Chambers of Commerce and Industry, the Cyprus' Employers and Industrialists Federation, and the Human Resource Development Authority and related Higher Education Institutions. So the program aims to offer students the requisite scientific knowledge for a smooth entry into the labor market.

The programme of study seems to be in line with the institutional strategy, has a social contribution since it is tuition-free, and the majority of the teaching personnel come from the industry and brings along new knowledge as this evolves. In addition, the majority of the staff members are from the industry, thus offering experience and guidance in shaping the courses and the curriculum.

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

The program of studies "Supply Chain Management and Maritime Studies", is a social contribution since it is tuition-free, offering thus equal opportunities to knowledge to people with financial difficulties. It should be noted that this is the only public program in this field. The other existing programs in Cyprus are all private and four-year study.

The Council of the Program of Studies is in constant contact with the industry in an attempt to redefine labour market needs.

The qualification teaching staffs provides from its experience the necessary knowledge for a good professional rehabilitation.

The program is adapted to the current employment requirements of graduates in the labour market and complies with the requirements of the level of the National Qualifications Framework for Higher Education. The program is characterized by flexibility, has the opportunity to be taught also to other cities of Cyprus.

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.

Teaching a program that includes two such important and complex subjects as those of Supply Chain Management and Maritime, logically cannot be analysed in depth. So the part referring to shipping seems quite weak and should be enriched as much as possible.

The title of the program should be partially differentiated, so that there is no expectation in candidates that they will be able to study the mentioned subjects within two years.

More emphasis should be placed on publicizing the program in order to attract more students.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

> **Sub-areas**
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

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.*

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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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Findings

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

The purpose of the study program is to produce executives specializing in Supply Chain Management and Maritime Markets. The aim is to focus mainly on the shipping – maritime sector but given the tightness of employment in this sector, an effort is made for more general specialization. The design of the learning process is very satisfactory despite the fact that the broader purpose of the curriculum. The curriculum is very satisfactory for the level of study of the program.

The program is at the level of post-secondary vocational education. And at this level it was evaluated. The organization of the teaching work for its level is excellent. The infrastructure and the existing facilities that are served are also excellent.

The teaching provided is mainly based on the excellent support of full-time and part-time teachers and a significant effort is made to involve students in the process. The educational methodology is the same as those applied in the other specialties of MIIEK. The teaching material is satisfied for the level of study of the program.

The teaching staffs consist of 10 staff members (6 permanent and 4 part time). There are no teachers holding a doctorate, which is certainly not required for this level of study. Given the specialization of the studies, many of the teaching staff has marginally related specialization items. The coordination of the program is carried out excellently by the managers.

The internship is very important for the program and is carried out mainly in businesses in the area. It takes place at the end of each semester and has 6 credit points.

 The management of the program is done mainly by the permanent teaching staff who for the level of studies of the program manage to a very satisfactory degree all the relevant issues. There are credits (Number of ECTS) similar to University education. There are 27 ECTS in each semester plus 12 ECTS for the 2 internships (Total 120 ECTS).

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

The teaching staff consists of an important full time staff member. There are very impressive teaching infrastructures

The internship is the main comparative advantage of the program.

The opening – working hours of the Programme, allow the attendance of the courses by employees.

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.

There is a lack of laboratories.

There is also a difficulty in the process of inviting specialist scholars for lectures and specialized seminars.

There is a need to further strengthen shipping – maritime courses.

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

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

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- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

The number of the teaching staff (in total there are ten teaching members, most of them work in a full-time base) is sufficient to support the program of study. Many of the teaching staff are well-qualified and have great working experience from the maritime logistics market. The working experience along with examples from business help staff members to perform effectively their teaching tasks and support the program of study to meet its learning objectives, taking into account the vocational nature of the program.

The processes for the recruitment and development of the teaching staff are fair, transparent and clear. The recruitment process is set up with open public calls every three years for each available position.

The students' evaluation is conducted each semester and the results of the evaluation are properly communicated to the teaching staff. Instructors are very familiar with the use of new technologies (e.g. Moodle, Teams, etc.) and the COVID-19 pandemic crisis triggered for the adoption of innovative teaching methods.

Research and scientific publications cannot be considered as key activities for the teaching staff of the program of study.

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

Most of the teaching staff, through their robust working background, can share their professional experiences with students, thus enhance the vocational nature of the program of study.

The processes for the recruitment and development of the teaching staff are fair, transparent and clear.

The EEC, through the online interviews, observed a friendly environment and fully motivated teaching staff to achieve the objectives and planned learning outcomes of the program and ensure high quality standards and sustainability of the teaching methods.

Instructors are very familiar with the use of new technologies

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

The teaching staff should be encouraged to participate in research activities, e.g. Erasmus+ programs. Recognized visiting teaching staff from Cyprus and abroad should be invited to participate in teaching activities of the study of program.

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

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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

The evaluation is based on information provided in the program documentation, in the program's website and in additional documentation provided during the evaluation meeting.

Pre-defined access policies, admission processes and criteria for academic year 2020-2021 are available in program's website. Overall, admissions criteria can be characterized as appropriate for the purpose of the program of study, as students from a range of backgrounds (e.g. Students with Higher Secondary Education degree, holders of bachelor degrees, etc,) are allowed to participate.

Regarding the student progression, specific and pre-defined processes are available. Information is collected, monitored and notified in a systematic manner; thus, students are aware of the relevant information.

The processes for student recognition and certification are fully implemented and international standards seem to be completely followed.

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

The admissions process and criteria are simple and transparent.

The admission requirements for the study program are clearly communicated to applicants.

The program demonstrates the commitment to European standards by implementing the ECTS credits' system.

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.

During the interviews with the teaching staff and the students of the program, it was outlined that knowledge of English language is a key element for the successful implementation of the program. However, in the admission criteria list, there is no specific criterion for the level of English language knowledge. It is highly recommended to add in the admission processes more specific criteria regarding the necessary level of English language knowledge (e.g., level B2)

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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5. **Learning resources and student support** *(ESG 1.6)*

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

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

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

These issues (teaching and learning resources, physical resources, human support resources, student support) were evaluated based on documentation, material and video submitted and input from students.

The teaching and learning resources are adequate and support current student needs. They are also fit for purpose. The physical resources seem to be adequate and the library has relevant and appropriate facilities and learning material supporting further the successful student experience and learning.

The human resources are adequate for this programme and they seem to be fit for purpose. Students are well-informed for services available.

MIEEK provides very good student support and the students participating in the evaluation were very pleased and positive.

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

MIEEK has a sufficient infrastructure and appropriate resources.

It offers appropriate resources and learning material in relation to supply chain management and maritime 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.

In terms of teaching and learning resources, MIEEK could consider the increased use of guest lectures involving senior managers and practitioners to maximise student experience.

Study visits / tours abroad are extremely beneficial and will help to be considered in the future.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. **Additional for doctoral programmes** *(ALL ESG)*

Sub-areas

    6.1 Selection criteria and requirements
    6.2 Proposal and dissertation
    6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards
- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
    - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
    - *the chapters that are contained*
    - *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - *the minimum word limit*
    - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*

> - o *reports per semester and feedback from supervisors*
> - o *support for writing research papers*
> - o *participation in conferences*
> - *The number of doctoral students that each chairperson supervises at the same time are determined.*
>
>
> *You may also consider the following questions:*
>
> - *How is the scientific quality of the PhD thesis ensured?*
> - *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
> - *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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

D. Conclusions and final remarks

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

Click or tap here to enter text.

We had a very useful discussion with staff and students from MIEEK and the submitted documentation and material have been very informative and useful. In addition, our enquiries and subsequent questions have been answered successfully covering various aspects of this evaluation.

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

E. Signatures of the EEC

Name	Signature
Michael Bourlakis	
Dimitrios Aidonis	
Evangelos Sambrakos	
Maria Naziri	
Click to enter Name	
Click to enter Name	

Date: 12/07/21