

External evaluation of the Public School of Higher Vocational Education and Training (MIEEK)

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

CYPRUS

Timeline

2021 Design 2022 Implementation 2023 Completed

ID number 44730

Background

An external evaluation of public schools of higher VET (MIEEK), with favourable results, was conducted in 2015, before the accreditation of the institutes as public schools of higher VET by the Cyprus Agency of Quality Assurance and Accreditation of Higher Education, which took place in 2017. As a result, there is a need to conduct a new external evaluation, in order to determine the quality of the structures and programmes of study offered by MIEEK since their accreditation.

Objectives

The external evaluation aims to:

- (a) investigate the employability prospects of MIEEK graduates;
- (b) investigate the extent of MIEEK graduate satisfaction and use of acquired skills in the labour market and in society in general;
- (c) ensure that labour market intelligence is accompanied by a rapid yet effective and flexible learning provision;
- (d) assess employers' who employ MIEEK graduate satisfaction by their performance;
- (e) assess adequacy of training infrastructure, curricula and pedagogical methods from the student perspective;
- (f) upgrade and standardise the process of collecting data and establishing quality indicators at VET school level: success rates in exams, dropout rates, employment rates, degree of satisfaction of students and graduates, and degree of satisfaction of employers;
- (g) evaluate quality in designing training activities, the quality of the teaching process and qualifications and overall performance of teachers and trainers.

Description

The contractor, in the context of the implementation of the contract, is expected to examine various factors and, more specifically, to produce:

- (a) a study on the relation of study programmes to labour market needs: existing

specialisations are to be assessed in terms of their relevance to the labour market. The contractor should also produce an analysis on the employability rates of MIEEK graduates;

- (b) an evaluation report on the adequacy of the curriculum (and the overall teaching design) offered by individual VET school units;
- (c) an assessment/evaluations study on the quality and adequacy of the facilities/infrastructure existing at VET school unit level;
- (d) a report on satisfaction rates of students from a given academic period, examining the degree of satisfaction on matters such as the curriculum, teaching process, fees charged, and school infrastructure (laboratories, equipment, etc);
- (e) an assessment/evaluation report on the adequacy of the teaching staff: this was determined with the distribution and completion of a questionnaire and the participation of MIEEK graduates, of the last five years, in a group interview. Quantitative and qualitative data were collected and analysed;
- (f) research on the adequacy of teaching staff according to an assessment by 'active' students, a final/synthesis report containing conclusions; and recommendations for further improving the quality of teaching and learning in MIEEK.

The external evaluation is part of the ESF+ project Further development of technical and vocational education and training, and is therefore relevant to other measures, managed by the Department of Secondary Vocational Education and Training (DoSVET) which is responsible for various VET pathways, -included in the project. These include the development and management of an alumni interconnection platform, the purchase of services from instructors for teaching at MIEEK, and the creation of registers which include these qualified instructors.

2021 Design

In 2021, tender documents and technical specifications were prepared.

2022 Implementation

In 2022, a contractor was selected through a call for tenders procedure.

2023 Completed

In the context of the implementation of the contract, the final report on the results of the aforementioned evaluation was delivered. The results of the final report were presented publicly, and actions have already been planned for their further utilisation. The actions that have already been initiated include:

- the upgrade of laboratory facilities and equipment,
- the development of flexible learning pathways (e.g., promotion of micro-certifications and online courses),
- the enhancement of practical training with greater involvement from businesses, and
- the provision of study programmes during morning hours.

Bodies responsible

- Ministry of Education, Sport and Youth (MESY)

Target group

Learners

Young people (15-29 years old)
Adult learners

Education professionals

Teachers
Trainers

Entities providing VET

Companies
VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET
Further developing national quality assurance systems

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

European priorities in VET

VET Recommendation

VET underpinned by a culture of quality assurance

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Subsystem

CVET

Further reading

[The call for tenders for services for MIEEK evaluation webpage](#)

Related policy developments

2024 Implementation

Further development of technical and vocational education and training

In 2014, the Department of Secondary Technical and Vocational Education and Training (STVET) started implementing the project Further development of technical and vocational education and training (under programming period 2014-20).

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Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/44730>