Doc. 300.1.2

Higher Education Institution's Response

Date: 03/10/2022

- **Higher Education Institution:**
  Public School of Higher Vocational Education and Training - MIEEK
- **Town: Lemesos - Absolute Institute of Technical Education (AITE)**
- **Programme of study Name (Duration, ECTS, Cycle)**

  In Greek:

  Μαγειρικές Τέχνες (2 Χρόνια, 120 ECTS, Δίπλωμα)

  In English:

  Culinary Arts (2 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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
1.1. **Policy for quality assurance:** The Program "Culinary Arts" introduces students to the basic vocational and professional skills required for a career start-up in culinary professions. Students will learn modern and classic culinary craft skills, techniques, and practices in order to be able to assume entry-level, front-line cook jobs in a changing and progressive field. The program offers a well-balanced vocational education, through classroom learning, extensive practical application in labs and industry training to allow students to develop cognitive knowledge and vocational skills in food preparations, ingredient identification and processing among other, food technology, pastry, and baking, plated and buffet service, as well as in special event food preparation. The structure of the program follows industry trends and market needs, thus enhancing students' employability in the labour market. Graduates will be employed in various food service establishments, restaurants, or hotels. Quality Assurance is derived from the relevant Quality Assurance Policy of the MIEEK and is specified in the Quality Assurance Manual, which covers all the curricula of the MIEEK and is available on the Institution's Web Page. The Quality Assurance Manual describes all the actions carried out by the Management of the MIEEK, in accordance with the requirements of the Quality Assurance and Accreditation Agency for Higher Education (CYQAA) and the requirements of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). The necessary Quality Assurance mechanisms have been fully adopted by MIEEK. For this purpose, a competent Central Internal Quality Committee of the MIEEK has been established, which operates in full cooperation with the Central Management of the MIEEK with the aim of ensuring a high level of quality of the delivered study programmes. Additionally, the Local Internal Quality Committee is dealing with the quality assurance issues at local level and it is composed of the following members: • The Quality	The Council of the Programme of Study observes the positive reflection of the EEC, concerning the quality assurance process adopted by MIEEK. The policy is well-known among all the internal stakeholders (directors, academic coordinators, programme coordinators etc.) and it is always available through the Quality Assurance Manual. MIEEK will continue to develop and make publicly available its quality assurance policies, in order to secure and improve its academic and operating consistency standards.	Choose an item.

Assurance Officer • The District Director • The Deputy District Director • The Academic Coordinators of the Study Programmes • A representative of the students The role of Quality Assurance Supervisor of each specific Programme of Studies is assumed by the Academic Coordinator of the Programme. The Internal Quality Committee plays a particularly important role, consistent with the requirements of the institutional framework for the evaluation of Higher Education. The role of the Internal Quality Committee is to coordinate and support all internal and external evaluation processes of the Programmes of Studies, based on the standards set by the Quality Assurance and Accreditation Body for Higher Education of Cyprus (CYQAA). In this context, all the Quality Assurance procedures provided by the principles of the European Higher Education Area (ESG) are followed in order to continuously improve and upgrade the curricula of MIEEK, with a view to their compliance with the European Criteria and Quality Indicators, as well as with the European Policy on Student Mobility and Mutual Recognition of Qualifications. The role of students in the Quality Assurance System consists in the following: • participation in the Internal Quality Committee and in the Disciplinary Committee • participation in the Study Programmes Committees • participation in the evaluation of the educational process • participation in the meetings and interviews with the Expert Committees during external evaluations. The learning outcomes of the project reflect the skills and knowledge gained during the student education upon completion.		
1.2. Design, approval, on-going monitoring and review The course layout is designed to prepare workforce that would work at the 'front line' in the hospitality industry. The practical skills are very important as stipulated of the industry representatives and the job market. The programme has been designed by the faculty who have worked at the hospitality industry and have the academic skills. The programme includes all the relevant subjects, the learning outcomes are clear. The Faculty supports the intention to bring industry representatives for demonstrations, however the financial restrains is a hindering factor. The programme meets the purposes	The Council of the Programme of Study agrees with the main observation of the EEC that the programme has been developed to prepare a competent workforce that would work at the 'front line' in the hospitality industry. Therefore, industry representatives or well-established professionals have already be invited to deliver demonstrations or training sessions. A training/demonstration seminar has been arranged (10/11 & 22/11/2022),	Choose an item.

of higher education of the Council of Europe which is the 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. The programme enables smooth student progression and skills development and the number of ECTS are comparable to the standards. The modules presented meet also the requirements for the profession.	concerning 'responsible alcohol service' as well as 'professional food presentation/service culture'. Also, a training seminar on modern food plating has been arranged for the first week of December. Moreover, an agenda is currently under development concerning the invitation and arrangement of demonstrations or meetings with guest lecturers and industry specialists/experts.	
1.3. Public information The programme study is clear and up-to-date skills are developed. The learning outcomes of the modules are detailed, and the qualification awarded reflects the learning and skill development during the course. The use of different teaching approaches enhances the learning experience and student engagement, ensuring employment and opportunities to develop further. All information is publicly available at the webpage of MIEEK, where future students could locate. It must be mentioned that the student's representatives indicated that they got the information by 'word of mouth' rather than the site of MIEEK. The academic team mentioned that they are visiting schools to inform prospective students about the programme.	All information about the programme of study, study regulations etc., are always available to secure transparency and students' engagement. MIEEK will continue to publicize information related to the programme of study, on the Website, social media etc., to maintain the needed communication channels and promote the uniqueness of the programme's expected learning outcomes and technical skills. This will assist the academic team in their promotional visits at schools to inform prospective students about the programme of study.	Choose an item.
1.4. Information management The course is delivered in multi-sites and the programme Coordinator ensures consistency between the sites as well as student experience and learning. The facilities at all sites are sufficient to ensure consistence in learning and skills. Students and staff are involved in providing and analysing information and planning follow-up activities. The academic staff indicated that students in Culinary Arts prefer the practical skills rather than learning the underpinning theory. The structure of the programme is designed to emphasize those practicals skills as a vocational profession. The staff is working on enhancing the theory to make it relevant.	The Academic Coordinator will continue to undertake control measures (e.g. review of the final exam paper, marking consistency etc.) in order to secure the academic and quality consistency of the programme of study implemented in different sites.	Choose an item.
Strengths The Institute has good links with the industry and the students find employment soon after graduation. It was reported that the graduate employment is 90%, however those data are anecdotal rather than based on actual data gathered i.e., data bank, alumni. The new buildings are an important investment which would boost the prestige of MIEEK, it is a great	The Council of the Programme of Study strongly agrees with the EEC concerning its strong professional network with the local professional community. However, the Council of the Programme of Study would like to stress out the fact that MIEEK, through the DEETE platform, has developed formal and official mechanisms. The platform is now	Choose an item.

opportunity for new facilities and equipment. Such an investment is expected to improve the learning experience.	completed and is online, and already a budget has been allocated for hiring two persons to deal with its further implementation. One of its applications is to interact with MIEEK alumni, to track their professional progress and to stimulate their interest to participate in this platform. Their participation will give MIEEK the ability to formally gather data based on actual and real facts. For this purpose, a budget has been allocated to hire two IT professionals in order to organize the whole process on a scientific basis. The availability of the two IT personnel as described above will help to organise the whole process on a scientific basis.	
The programme content is suitable for the profession and presents potential for future students and employers in the area, covering the gap in terms of skills of front-line staff. It was noted that students participated at the design of the programme. Industry stakeholders also provided support to the programme and made proposals to the design of the modules. There is flexibility in terms of programme design and offering hence is this programme is required in other locations they have all necessary processes in place to support this.	The Council of the Programme of Study will continue to adopt a collective approach in all efforts employed to qualitative improve the standards of the programme, thus, to fulfil the gap in terms of skills of front-line staff in all locations.	
Areas of improvement and recommendations In order to evaluate student employability, data should be gathered. A member of staff has created a site at the webpage, where students and the industry can access to offer jobs (industry) and advertise skills (students, graduates). Data however are not gathered for graduates, neither for their employability, nor for their earning. • It is recommended that an appointed member of staff could collect those valuable data that may attract future students and demonstrate the value of this vocational profession.	MIEEK, through the DEETE platform, has developed formal and official mechanisms. The platform is now completed and is online and already a budget has been allocated for hiring two persons (until the end of 2024) to deal with its further implementation. One of its applications is to interact with MIEEK alumni, to track their professional progress and to stimulate their interest to participate in this platform. Their participation will allow MIEEK to formally collect data based on actual and real facts. The two IT professionals are expected to organize the whole process on a scientific basis.	

Student – centred learning, teaching and assessment

(ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
2.1. Process of teaching and learning and student-centred teaching methodology There is a clear description of the programme aim and learning outcomes as well as the learning outcomes of each module, recommended literature and a plethora type of assessments that will enable students to demonstrate the achievement of learning outcomes. There are structures within the processes to allow second marking of an assignment and feedback to the students is given verbally or written. The course is balanced in practical work as well as the underpinning theory to enhance the learning opportunity for the students. The academic staff is using a variety of teaching and learning techniques to enhance the student experience. The staff reported the use of Moodle as an electronic platform where lecture notes and recordings are uploaded. The staff intends to continue using the e-platform. The students also reported the popularity of the electronic platform and find it incredibly useful.	The Council of the Programme of Study strongly agrees with the comment of the EEC that there is a clear description of the programme aim and learning outcomes, the learning outcomes of each module, as well as plethora type of assessments that will enable students to demonstrate the achievement of learning outcomes. Also, the possibility for a second marking of an assignment and feedback to the students, which may be given verbally or written. Currently, the academic staff is using a variety of teaching and learning techniques, to balance theoretical and practical courses, as well as to enhance the learning experience and environment using Moodle and other electronic platforms such as Office 365.	Choose an item.
The programme of Culinary Arts includes some external and internal activities that bring students in touch with the society. Students were able to work on real life restaurant (working restaurant at the previous location, whereas the MIEEK management indicated that the current restaurant facilities are not going to be open to the public or students to use currently. Such a decision might affect the experience the students could get from the course.	The programme will continue to offer additional on-campus and off-campus social or professional learning opportunities to its students. As it was mentioned to the EEC, the restaurant facilities might not be opened to the students at the initial stage of their use (e.g. first year). Sufficient time is needed during the initial implementation of the programmes to create the necessary learning and operational synergies that advance the learning experience of the students. Then, the facilities will be available to all students. A priority is given to create real life working and learning simulations, through which the preparation of lunch or dinner will be the learning outcome achievement of the Culinary students, and the food service will be the learning outcome achievement of the Catering students. Consequently, it is	

It was reported that ingredients and supplies are more than adequate so that each student practices in all recipes. The communication pathways between the academics and staff are always possible either via face-to-face meetings or via emails. However, the part-time staff and professionals invited for the practical classes, do not have office hours allocated for student support. There is good evidence in the documentation and discussions with the teaching team of good intention of integration between theory and practice and very good balance between theory and practical training offered in the labs. An open-door policy exists at the Institution. The local coordinator is available to students for any academic issues. There are several committees with a well-established academic quality assurance system in place. Counselling is in place as there is an academic advising system in place. The programme coordinator offers such support to students as well. Discussion is also provided by individual course leaders who provide feedback to students on their performance and student experience. There are also mechanisms to offer social support. Different committees are in place such as the Student Affairs Committee, which includes student representatives. Programme Committee meetings are also organised to discuss the programmes, their content, their delivery as well as any other issues raised by students and staff. All items are recorded and actions are taken when required. There is a student union, which is active and there is representation from each programme and at different committees. Students feel free to discuss any issues with the team and participate at the decisions taken. There is also a feedback form, at the end of the semester, which is used to provide comments and an evaluation on the module and the instructor. Meetings among the teaching team and programme managers take place to discuss these results.	planned to open the restaurant facilities during 2025, when the course will be in full operations. MIEEK have secured the qualitative and quantitative availability of ingredients through specific budget, offering an opportunity for an extensive student practice. It is very important that EEC had observed the open communication channels among the staff (General Director, District Directors, Academic Staff etc.). This is a proof of the healthy and collective working environment that has been developed, which led to the success of MIEEK in the field of higher vocational education and training of Cyprus. The EEC underlined the success of the advising model adopted in MIEEK, through the programme coordinators. All academic staff in the programme are always available to students for counselling, academic advising and social support, providing feedback or any other form of support to assist all students to achieve their academic inspirations. Also, the various student committees as well as the Student Union, offer support to students, who are welcome to discuss any issues or to participate in the decision-making process. Finally, EEC, points out the formal approach adopted in MIEEK to provide comments and an evaluation on the module and the instructor, through the student assessment and feedback form and the teaching staff self-assessment form. The Council of the Programme of Study will continue to implement the best practices pointed out by EEC to consistently improve its operating and academic standards.	
2.2 Practical training Students and staff discussed educational and extracurricular activities that are organised in collaboration with the participation of the	The Council of the Programme of Study in the post COVID-19 period will continue its effort to organize well-targeted educational	Choose an item.

students and enhances student experience. Due to pandemic those activities were reduced, however it is expected that those activities would be established at post-covid period. The EEC inspected the new restaurant, bar, kitchen and pastry lab. All the facilities and areas are well equipped. However, the layout of the facilities is rather challenging since the corridors are too narrow to allow students to fully experience the facilities and enhance their learning, especially at the kitchen lab as well as the bar area. This is rather disappointing. Basically, these facilities were poorly designed, exposing students and staff to hazardous conditions, compromising the Health and Safety standards for students and staff.	and extracurricular activities in collaboration with the students in order to enhance their learning experience. Although, those activities were reduced due to the public measures of social distancing, various agendas have already been made with the initiation of various seminars to enhance the learning process. However, the members of the Council of the Programme of Study strongly disagree and argue against the content of the report in this section. This concerns the argumentation for poor design and exposure of the students to hazardous conditions, compromising the Health and Safety for students and staff. There is clear evidence within the content of the report which indicates that the EEC overconcentrated only on the one side of the hot food production line (provided diagram in the report), which comprises only one section in the kitchen. As a result, there was not an actual assessment of the operationalization of the kitchen as a whole and a complete production system, which creates real-life work simulations. The kitchen facility covers an area of 80m² and is physically organized (according to the duties and responsibilities to be performed) in different working stations (Appendix 1), which includes: 1. The hot food production system, 2. The cold/warm food preparation section, 3. The food/plate set-up and service area, 4. The preliminary preparation and waiter area, and 5. The cleaning/sanitary area. The kitchen has an industrial style, following and fully complying with the local quality and safety standards (see Appendix 2; page 5 in the complementary report of the Architect along with the final dimensions of corridors). For safety purposes, a priority was given in minimizing the unnecessary movements of the students/cooks within	

	the working areas. **The aim was to secure the maximization of work ergonomics and effectiveness to eliminate students/cooks work interception, crossing and risks of an accident.** All work duties (cutting vegetables and cooking) have been ergonomically designed to be performed by students within their working-station (Appendix 1). In doing so, students on the one side, have 1,5m of running working surface (for cutting vegetables and preparing meat) and on the other side they can use the heavy equipment for cooking (stove, fryer, broiler, oven) **without crossing or interfering with their student-mates.** Also, below their working-stations students have direct access to a fridge within which they can store their preparations for food safety purposes. **This ergonomic design eliminates the movement (forward and backwards only) of the students within the kitchen. It minimizes the risks for accidents, and it creates optimal working conditions for each student to complete their recipes in strict food hygiene and safety standards.** Also, it eases the food production process as students are able as soon as they complete their cooking tasks to forward their preparation directly to the food/plate set-up and service station. Moreover, it was concluded by the members of the Council of the Programme of Study that the content of the report overconcentrated and provided an extensive and isolated criticism only on the 'hot food production line' station, which is only one working station in the kitchen. No evidence (in terms of kitchen's organization in working-stations) was found in the report about the kitchen's operationalization (as a whole production system, which includes different working-stations) to accommodate and support the expected learning outcomes of the programme of study. The kitchen has been designed as a whole production system to provide real-life working conditions and professional practicing, allowing students to develop	

	job-fit skills, competencies and working culture for immediate employment upon graduation. The aim was to provide real work simulations and opportunities for role playing to engage students in an interactive learning process, enhancing the student-centric character of a vocational programme of study. The criticism in isolation of the capacity of the 'hot food production line only' (one side), did not allow the extraction of safe and objective conclusions. It is essential to assess the operationalization and capability of the kitchen as a whole production system (all its production-working stations) to accommodate the conceptualization of the programme into working-stations. Working stations which are contextualized by the different duties and tasks, emerging not only from the expected learning outcomes of the programme but also, from the brigade in the kitchen. The brigade of the kitchen distinguishes the role of the chef, sous chef, section cooks etc., and includes the relevant job tasks. This creates a momentum and classic opportunity for the students to learn by doing. Such a learning and practicing model promotes role-playing based on the functionality and the brigade of the kitchen to maximize students' job-fit preparedness for immediate employment.	
The space is also very small. In many cases a person cannot pass through the corridor (see the photo where the light blue colour is placed). There is also a switch that people can turn on and off accidentally as they pass though, especially at the kitchen lab, where the actual cooking facilities are located (see the photo below and the coloured	The Council of the Programme of Study argues that the kitchen has been designed according to validated industry operating and safety standards, as it is indicated in the complementary report of the Architect (Appendix 2; page 5) concerning the facility's compliance with the local legislation. The switch has been placed in such an area to ease its use for safety purposes in case of an emergency. Also, it was stated to the EEC during their visit, the specific corridor final free space was not going to be at 90cm, as	

areas). The corridor (free space) has less than 90cm available for a person to move. The width of the corridor is compromised further once the doors of the small fridges open (see the highlighted areas of red and yellow below, where red is the fridges and yellow is the oven). In this case, there is no space for a person to stand. Similarly, when the students use the oven, there is no space to manoeuvre the dish and place it in the oven or take it out safely (see the yellow highlight area). Those conditions are challenging even when only one person is using those facilities. However, the faculty suggests that 16 students will be using these facilities. The maximum capacity for student use might be four. However, the hazardous conditions would apply in this case as well.	the kitchen was not in its final set up. The attached diagram illustrates the final set up of the corridor at 120cm, allowing a much bigger space for the student, following industry standards. (see Appendix 1 and Appendix 2-page 5 in the complementary report of the Architect) As it was explained to the EEC, it was not a matter of manoeuvring the dish and place it in the oven or take it out safely. The door of the oven opens to the right side, allowing very easily and carefully the student to remove it from the oven when it is hot to place it immediately on the trolley, which is located on the oven's left side. This eliminates the risk of an accident or a burn due to the manoeuvring of the hot dish or the transfer of heat to the stainless-steel working surfaces. An additional **proactive ergonomic measure to eliminate crossing and manoeuvring** (wrong professional practice that it may lead to precarious and hazardous conditions). Finally, the Council of the Programme of Study strongly disagrees with the suggested number of the four students as the maximum capacity of the kitchen. This is not a sustainable number; thus, various viability issues (budget allocation) are arising due to the programme's high operating costs. Basically, the suggested number prohibits the implementation of the programme. As it was mentioned earlier, the kitchen is not composed only by the hot food production line (it received extensive criticism in isolation), but also by the surrounding working stations (preparation area, plate/food set-up station etc.) that complete all sections and tasks run in a professional kitchen. In terms of safety standards, the kitchen fully complies with the local safety regulations and operating standards (see Appendix 2-page 5 in the complementary report of the Architect). Appendix 1 clearly indicates the capacity of the kitchen to comfortably accommodate at least twelve students in its working areas (all 12 students are illustrated on the	

	diagram-Appendix 1). Twelve students is an ideal number to carry out all duties and tasks found in an organized and professional kitchen.	
2.3 Student assessment The teaching and learning methods as described in the documentation and discussed with the team are found to be appropriate for the programme and the level of study. Assessments are designed in a way to reflect the purpose of the module and the learning outcomes. When necessary, there is emphasis on practical elements of the programme. Adequate guidance is in place, with support to learners to develop their knowledge and skills relevant to the subject area. The assessment is published to the students from the first week of the semester and is part of the module outline. The academic staff provide feedback after midterm assessment. Attendance is also part of the assessment with specific terms i.e. students should attend 80% of the classes (during 14 weeks per semester). In case they do not meet this requirement then students either re-sit or fail the module. Finally, each module is evaluated by students and teaching staff. Findings and results are discussed between the local coordinator and the instructor to review performance and take actions if necessary. Teaching staff is also doing self-evaluation.	The comments provided by the EEC reflect the integrated assessment process adopted in the programme of study. It is very important to add the pluralism of the assessment tools used in the programme, depending on the nature and type of each course. The student assessment is considered as an important internal and collective learning process. A learning process that assists in improving weaknesses and enhances strengths even more. Feedback in all cases is used to share knowledge and provide constructive criticism to all internal learning stakeholders for further improvement. Although attendance is mandatory, as a policy it has been proved to positively influence the engagement of the students in the learning process. All policies in effect will continue to be implemented to safeguard the quality of the programme.	Choose an item.
Strengths Student numbers (20 projected) to be recruited are sufficient and acceptable in terms of the facilities and human resources available to run the programme. Teaching (lecture) rooms are large enough with all required software and equipment to deliver the theory. There is a good balance between theory and practice. The labs are well equipped in relation to equipment as all are new. All of which are of high quality and adequate to support the learning process. Moodle is used not only to upload teaching material but also to communicate with students. There is open communication with the students with proper practices in place such as academic advising, open-door policy and other meetings and tutorials.	The Council of the Programme of Study agrees with the comments provided by the EEC- concerning the utility and sufficiency in terms of facilities and human resources to accommodate up to 20 students. Also, the observable quality of the new equipment, buildings, labs and classrooms was mentioned by the EEC, including modern audiovisual means, software and e-platforms to support the content of the programme. Digital learning was found to have positive impact on learning, becoming a driver for modern approaches in learning and pedagogy. Academic best practices will continue to be in effect such as open communication with the students, academic advising, open-door policy and other meetings and tutorials. In the post	Choose an item.

The placement provision for the programme is well planned in terms of monitoring and assessment. There are links with the industry, hence a variety of businesses and positions are available for students' placements. Feedback is also provided to students, as discussions take place between the coordinator and the student, as well as the coordinator and the student's placement supervisor.	COVID-19, the placement provision is becoming a major priority. Already, the programme coordinators liaise with the local professional community in order to improve the number of the qualitative selected employers.	
Areas of improvement and recommendations The major issue with the new rooms is the space available for students and staff to work in, especially the kitchen lab. The area which students use for their practicals is very small/narrow, compromising the safety of student and staff while working. It is very important that there is adequate working space to walk and stand available for students. It is impossible to work and walk safely around the cooking hobs, oven, fridges, to avoid accidents as very hot food and equipment would be carried. There is NO SPACE in the kitchen to work safely. The space might be challenging for even one person working at the allocated. This amounts to four students MAXIMUM to safely use the whole room (facility). The academic staff and managers claimed that the kitchen capacity is 16 students. The EEC is very sceptical about allowing 16 students to allow the use of the kitchen as it is currently stands and urges DIPAE and relevant organisations to evaluate the health and safety of the room as it is currently precarious and Hazardous (see the photo above)	The members of the Council of the Programme of Study strongly disagree and argue against the content of the report in this section. The objection concerns the argument of the EEC about the limited working stations that are available to students to work safely in the kitchen. There is clear evidence within the content of the report which indicates that the EEC overconcentrated only on the one side of the hot food production line (provided diagram in the report), which comprises only one section in the kitchen. As a result, there was not an actual assessment of the operationalization of the kitchen as a whole and a complete production system, which creates real-life work simulations. The kitchen covers an area of 80m² and it is physically organized (according to the duties and responsibilities to be performed) in different working stations (Appendix 1). As it was mentioned earlier, the content of the report overconcentrated and provided an extensive and isolated criticism only on the one side of the 'hot food production line', which is only one working station in the kitchen. No evidence (in terms of kitchen's organization in working-stations) was found about the kitchen's operationalization (as a whole production system, which includes all its working-stations) to accommodate and support the expected learning outcomes of the programme. The kitchen has been designed as a whole production system to provide real-life working conditions and	Choose an item.

	professional practicing, allowing students to develop job-fit skills, competencies, and a working culture for immediate employment upon graduation. It was essential to assess the operationalization and capability of the kitchen as a whole production system (all its production stations) to accommodate the conceptualization of the programme into working-stations (depending on the thematic areas of the programme to cover). Working stations are contextualized according to the different duties and tasks, emerging not only from the expected learning outcomes of the programme but also, from the brigade and the functions of the kitchen. The brigade of the kitchen, distinguishes the role of the chef, sous chef, section cooks etc. and simultaneously these roles alter specific duties and responsibilities (e.g. a student to cook meat, a student to cook vegetable, a student to prepare the sauce etc.). This creates a momentum and classic opportunity and work setting for learning and practicing simulations. Learning and practicing promote role-playing among students to maximize their job-fit preparedness for immediate employment. The Council of the Programme of Study argues that approved and validated industry design, operating and safety standards have been implemented in the kitchen facilities. According to the complementary report of the Architect (Appendix 2; page 5) **kitchen facilities have been inspected and approved by the responsible by law Government Authorities, such as the Fire Department, and the Department of Labour Inspection. All responsible by law Government Authorities assessed the safety and operating standards and they have approved the kitchen facilities, indicating the building's full compliance with the local safety requirements and legislation.** Therefore, the Council of the Programme of Study strongly disagrees with the suggested number of the four students as the maximum capacity of the kitchen. It is	

	neither a sustainable nor a viable number. It even fails to be considered as a class with four students, according to the standards of the CYQAA (minimum 8 in undergraduate programmes of study; Appendix 3). As it was mentioned earlier, the kitchen is not composed only by the hot food production line (which received extensive criticism), but also by the surrounding working stations (preparation area, plate/food set-up station etc.) that complete all sections and tasks found in a professional kitchen. In terms of safety standards, the kitchen fully complies with the local safety regulations and operating standards (**kitchen facilities have been approved by the responsible by law Government Authorities of Fire Department, and the Department of Labour Inspection and they were found to fully comply with the local safety requirements and legislation;** see Appendix 2-page 5 in the complementary report of the Architect). Appendix 1 (kitchen layout plan) clearly indicates the working stations of the twelve students, which is the ideal number to carry out all duties and tasks found in an organized and professional kitchen. At this point, the members of the Council of the Programme of Study would like to underline again that the kitchen has an industrial style, **fully complying with the local safety and operating standards approved by the responsible by law Government Authorities, such as the Fire Department, and the Department of Labour Inspection and was found to fully comply with the local safety requirements and legislation;** see Appendix 2-page 5 in the complementary report of the Architect). For safety purposes in the design and operationalization of the kitchen, a priority was given in minimizing the unnecessary movements of the students/cooks within the working areas. The aim was to secure the maximization of work ergonomics and effectiveness in a way that eliminates students' work interception and crossing to avoid the risks of an accident. All work	

	duties (cutting vegetables and cooking) have been ergonomically designed to be performed by students within their working-station (Appendix 1). In doing so, students on the one side, have a running 1,5m working table surface (for cutting vegetables and preparing meat) and on the other side they can use the heavy equipment for cooking (stove, fryer, broiler, oven) without crossing or interfering with their student-mates. Also, below their working-stations, students have direct access to a fridge within which they can store their preparations for food safety purposes. This ergonomic design eliminates the movement (forward and backwards) of the students within the kitchen. It minimizes the risks for accidents, and it creates optimal working conditions for each student to complete their recipes in strict food hygiene and safety standards. Also, it eases the food production process, as students are able, as soon as they complete their cooking tasks, to forward their preparation directly to the food/plate set-up and service station. Concluding, the members of the Council of the Programme of Study are very sceptical and strongly disagree, for the reasons explained above, with the suggestion of EEC concerning the number of four students in the class. Such a decision will not only prohibit the implementation of the programme due to the high operating costs, but it also fails the quality standard set by CYQAA. CYQAA considers the number of 8 students as the minimum acceptable number in a class for undergraduate programmes of study. (Appendix 3).	

2. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
3.1. Teaching staff recruitment and development Current procedure of recruitment and development is designed and monitored by the governmental regulations that are being followed providing the opportunity to candidates to apply through a specific reliable and well monitored procedure. This allows to recruit the candidates that fulfill the needs of the programme. The development of academic staff is in place indicating good academic practices	The observation of the EEC reflects the current policies and processes adopted by MIEEK in terms of teaching staff recruitment and development. MIEEK will continue to implement and monitor very carefully the procedures in effect to continue its effort for further improvement.	Choose an item.
3.2. Teaching staff number and status Current Staff engage with the industry and attend professional seminars and have great professional experience of the industry and 5-star hotels. The number of staff members is sufficient regarding the academic part while there are some needs regarding the administration area to organise and monitor the procedures and standards as well address the developing workload of the programme efficiently. A laboratory technician could be appointed in order to monitor the preparation of the practical delivery, monitor the ingredient received and pre-prepare the lab/kitchen area.	The Programme employs sufficient staff members and a laboratory technician to monitor the preparation of the practical delivery, monitor the ingredients received and pre-prepare the lab/kitchen area.	Choose an item.
Strengths Current Staff engage with the industry and attend professional seminars and have great professional experience of the industry and 5-star hotels. The number of staff member is sufficient regarding the academic part needs of the programme at this phase. The number, workload, qualifications and status of the teaching staff (rank, full/part timers) is reasonable in relation with the number of students participating at the programme at the time. The programme coordinator, Dr. Michalis Anastasiou has excellent academic, administrative and industrial experience to manage such programme. Furthermore, there is evidence of management support to professional development activities as team members already undertake further studies i.e.	The Council of the Programme of Study is in communication with the Cyprus Pedagogical Institute to organize further professional and academic seminars for further professional and personal development (internationally as well through Erasmus+). The current approved regulations will continue to be in effect in order to secure the appropriateness and sufficiency of the number, workload, qualifications and status of the teaching staff (rank, full/part timers). Furthermore, evaluation at MIEEK is used as a learning tool for all involved parties. Teaching staff and student evaluations will continue for self-reflection and further improvement, within the principles of transparency, fairness and anonymity to protect involved parties from biased behaviours.	Choose an item.

participate in educational seminars while also participate at the Erasmus+ programme. Teaching staff is also given the opportunity to evaluate their own teaching and performance of the courses they deliver. Discussions also take place at departmental meetings to review all responses, student evaluations and reports.		
Areas of improvement and recommendations It is suggested that a technician (βοηθό εργαστηρίου) should be hired in order to support the smooth run of the kitchen and pastry, monitor the preparation of the ingredients	A technician is employed to support the smooth run of the kitchen and pastry workshop, monitor the preparation of the ingredients etc.	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
4.1. Student admission, processes and criteria. Admission details were provided in the documentation. Male students must complete their military task to be eligible to study. There is a process for admissions which is operated at the ministry level. There are criteria such as high school mark and other social criteria i.e. unemployment time, prior knowledge etc. All is offered in very transparent way. Each Institution receives a list of successful students with 4 additional in case someone does not accept the offer. The administrator communicates with successful candidates by phone and invites them to visit the institution to accept (or not) the offer. Once they sign, students receive information on the programme, and the induction week which is supported and delivered by the local coordinator. During this event students are given details on the programme, the timetable, rules, regulations etc	Fully Compliant	Choose an item.
4.2. Student progression Students must complete the first year of studies in order to progress to the second year. They can however complete their placement of first year at the end of their studies and do 12 weeks instead of 6 in year 1 and 6 in year 2	Fully Compliant	Choose an item.
4.3. Student recognition The programme is offered by a public recognized institution under the hospices of the Ministry of Education. The diploma at the end is of Level 5B in the Cypriot system which allows students to progress to HNDs, i.e. Level 5 in UK HEIs. For example, there is collaboration with University College Birmingham, College of Food and Hospitality Management where students are accepted to level 5.	Fully Compliant	Choose an item.
4.4. Student certification All details of the programme are offered at the website of the Ministry of Education, at the website of MIEEKs and other official bodies.	Fully Compliant	Choose an item.

4. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
5.1 Teaching and Learning resources The EEC has seen the teaching rooms and library facilities of the newly developed building. The architect described that the facilities for teaching will be available (installed) soon. All the teaching classes have internet connection, multifunction, interactive board. The library room is adequate for the needs of the MIEEK currently, however for the full capacity of the Institution (200 students- 100 morning and 100 evening) the library room is very small, if students would like to stay and study at the library. The EEC has not had the opportunity to inspect the books that would be offered to the students. The EEC has been reassured that the books were ordered and currently stored. The EEC did not get a list of books that would be available to the students. The kitchen (laboratory facilities) is well equipped with new instruments and there is an adequate number to cover the needs of the students, however there are structural challenges for the use of the room as the area of cooking (kitchen lab) is narrow and difficult to accommodate more than four students cooking at a time (during the practical delivery). The risk of the room is presented at paragraph 2.2 extensively and also discussed at the area of improvements and recommendations at the same section. The Culinary area does not have an office for the subject coordinator or the technician that would be based at the facility, similar to other disciplines taught at the new building. It is very important to have a place/office to work at close proximity to the facility, to discuss with the students and keep all the paperwork. The space available for work is limited and increase the risk of Hazard for students and staff.	The members of the Council of the Programme of Study would like to thank the EEC for their comments concerning the audiovisual and internet infrastructure developed to support the learning process. However, the Council disagrees with the comments about the small size of the library. As it was mentioned during the meeting with the EEC, at this initial stage only four programmes of study will be implemented. The nature of the programme and the courses differ a lot, with a variation in the courses scheduled time. This helps a lot in minimizing the number of the students needed to use the library. Beyond that, the Council would like to underline the tremendous power and impact of digitalization and the preference of the students to use online resources. All students will have direct access to the digital and national libraries provided by the Cyprus Pedagogical Institute. The access to those digital libraries will be very helpful to the students since the majority of them work and study. They prefer to have access to the digital libraries as they may access it at any time at their convenience rather than to have to push themselves to visit the library after a long working and class participation day. As it was mentioned during the meeting, all books have been purchased and are stored for safety purposes at the C' Technical School of Limassol. The members of the Council of the Programme of Study would like to thank the EEC for their observation that all labs are well equipped. However, all members strongly disagree with the opinion of the EEC, concerning the capacity of the kitchen. As it was pointed out in the section 2.2, the content of the report provides an overconcentrated criticism on the capacity of	Choose an item.

	the one side of hot food production line only, thus, it does not consider the ergonomical design and operationalization of the kitchen as a whole production system. In this case there is sufficient space for students to work with safety. According to the complementary report of the Architect (Appendix 2; page 5) **kitchen facilities have been inspected and approved by the responsible by law Government Authorities, such as the Fire Department, and the Department of Labour Inspection. All appointed by law Government Authorities assessed the safety and operating standards of the kitchen and have approved kitchen facilities, indicating the building's full compliance with the local safety requirements and legislation.** The members of the Council of the Programme of Study agree with the point of the EEC that the Culinary area does not have an office for the subject coordinator or the technician that would be based at the facility, similar to other disciplines taught at the new building. It is very important to have a place/office to work at close proximity to the facility, to discuss with the students and keep all the paperwork. A solution has been provided by the Architect (see Appendix 2; page 8).	
5.2 Physical resources The student will have access to magnificent facilities of computer rooms that EEC inspected (computers to be un-packed). The equipment available for the kitchen and pastry are excellent, where ovens are available, benches and mixers. There is a plethora of equipment to be used. The EEC feels that the space available is very small to enable students to perform their work in a safe manner. As above, the space available for the students to work and walk around equipment within the kitchen lab is not adequate for the safe use of those equipment. This is hazardous conditions and should not be used until those conditions reach the	Although the members of the Council of the Programme of Study agree with the observation of the EEC about the availability of magnificent facilities and computer rooms and a plethora of excellent kitchen, bakery and pastry equipment, they strongly oppose and argue against the point that the space available is very small to enable students to perform their work in a safe manner. The space has ergonomically been designed and developed according to latest industrial, operational and safety standards that fully comply with the local safety regulations. The point of disagreement here is the failure to understand that the kitchen has been designed in a way that eliminates the movements of the students (front side to cut vegetables and prepare meats and backwards	Choose an item.

appropriate criteria for the health and safety for staff and students. There is no office for the culinary coordinator and/or the technician, at a close proximity to the lab of Culinary Arts (kitchen, pastry, restaurant and bar. It is very important to have a clear entrance to the students changing rooms, without passing through the kitchen (see the light purple highlight at the photo above, where students cross the kitchen to access the changing rooms). Students should not enter at the food preparation area using their normal (outside) shoes and/or outside cloths. There is a great risk of microbial crosscontamination as well as physical and chemical. Currently, the student entrance is through the kitchen, which compromises the rules of HACCP analysis for the safe use of kitchen. The cooking equipment are very close (less than a meter) away from the student entrance. According to the European standards students should enter the area wearing the protective and clean cloths. Also, the changing rooms do not have wash basin for hand hygiene, before entering the kitchen area. Students and staff should not enter the kitchen area without handwashing.	to cook/fry/bake/broil etc.) within their working stations. **Movements, interceptions and crossing of the students in the kitchen have been eliminated for safety purposes and to proactively eliminate hazardous conditions. Appendix 1 clearly illustrates the position of twelve students that are spread out in the different working sections in the entire kitchen (not only on the single line of the hot food production line)** The kitchen has two external entrances. It was discussed with the EEC members that students will use the kitchen entrance which is located next to the changing rooms and leads directly to the changing room, without passing through the kitchen. Using this entrance students, will not enter the food preparation area, preventing the risk of microbial, physical and chemical cross contamination and following the European standards. Also, concerning the issues of the washing basin, the report of the Architect proposes a proper solution (Appendix 2).	
5.3 Human support resources There is an adequate number of academic staff and tutors. The students are particularly happy with the staff and the support they get	Many thanks for the rewarding observation.	Choose an item.
Strengths The equipment are excellent and up to date, all are new. The group is well resourced financially supporting the welfare of the students. The future of MIEEK is also ambitious and in line with current governments' projections in relation to number of students to enrol in the near future and targets	The members of the Council of the Programme of Study would like to thank the EEC for their comments concerning the quality of the new equipment, the availability of appropriate financial resources and the future success of MIEEK.	Choose an item.

Areas of improvement and recommendations As discussed extensively in Section 2 about the space available for the students to manoeuvre in section 2. The space around the equipment should be wider to allow safe use of equipment, especially when high temperatures are involved, such as hot oil use and when very hot food that is taken out of the oven. To reiterate, safe spacing of equipment should be in place. Also, there should be an office close to the culinary facilities for the coordinator or the technician. It is very important to have a clear entrance to the students changing rooms. Students should not enter at the food preparation area using their normal shoes or outside cloths. There is a great risk of cross-contamination. Currently, the student entrance is through the kitchen. The cooking equipment is very close (less than a meter) away from the main student entrance. According to the European standards on health and hygiene, students should enter the area wearing the protective and clean clothing to avoid physical, chemical and microbial contamination. These are basic principles that should apply also to related working spaces. The changing rooms do not have a wash basin (sink), which is part of health and safety rules and stipulations. Given that students are touching shoes and cloths, which carry many pathogens, is very important to have a sink so that they can wash their hands before entering the cooking area. The European standards indicate that a door should separate the area where the changing rooms are located and the corridor to the kitchen. The washing basin should be before the door that opens to the kitchen. The EEC is very sceptical about allowing the use of the kitchen as it is currently stands. However, although it is far from an optimal solution, no more than 4 students should use the kitchen at any time. In certain instances, even fewer students should be present in the kitchen area. A form of rotation might have to be introduced. The EEC urges the DIPAE and relevant	However, all members strongly disagree with the opinion of the EEC concerning the capacity of the kitchen. As it was pointed out in the section 2.2, the content of the report provides an overconcentrated criticism on the capacity of the hot food production line, **and its one side only**. Thus, it does not consider the ergonomical design and operationalization of the kitchen as a whole production system. The kitchen is approximately 80m². In this case there is sufficient space for students to work with safety, as students will be spread out to the different working sections to perform different tasks according to kitchen brigade and the emerging tasks. They will not work only and all together in the one side of the hot food production line, as discussed in paragraph 2.2. According to the complementary report of the Architect (Appendix 2; page 5) **kitchen facilities have been inspected and approved by the responsible by law Government Authorities such as the Fire Department, and the Department of Labour Inspection. All responsible by law Government Authorities assessed the safety and operating standards of the kitchen and have approved kitchen facilities, indicating the buildings' full compliance with the local safety requirements and legislation.** The members of the Council of the Programme of Study agree with the point of the EEC that the Culinary area does not have an office for the subject coordinator or the technician that would be based at the facility, similar to other disciplines taught at the new building. It is very important to have a place/office to work at close proximity to the facility, to discuss with the students and keep all the paperwork. A solution has been provided by the Architect (Appendix 2; page 8).	

organisations to evaluate the health and safety of the kitchen room as it is precarious and Hazardous. Even though there are space constraints, efforts which be made to reconfigure the kitchen space to make it safe for students and staff	The members of the Council of the Programme of Study strongly disagree with the comments of the EEC and its scepticism about the use of an 80m² kitchen by only four students!!! Most likely important aspects that had a negative impact during the visit of the EEC in the kitchen lab are the following: • the equipment was not in its final place- affecting personal judgement and opinions, • big boxes of the new equipment that were on the tables obstructed the opening of the corridors, • the presence of more than 30 people (EEC, Directors, Programme Coordinators, Academic Staff etc.) in the kitchen during the tour, • the presence of constructors performing building maintenance. Therefore, the members of the Council of the Programme of Study strongly oppose and argue against the comments of the EEC as it was pointed out in the section 2.2. The content of the report provides an overconcentrated criticism on the capacity of the hot food production line, **and its one side only**. Thus, it does not consider the ergonomical design and operationalization of the kitchen as a whole production system. The kitchen is approximately 80m² room. In this case there is sufficient space for students to work with safety, as students will be spread out to the different working sections to perform different tasks according to kitchen brigade and based on duties rotation and role playing. They will not work in the one side of the hot food production line, as discussed in paragraph 2.2. Appendix 1 illustrates the available space for each student. Concerning the comment that 'the CYQAA and relevant organisations to evaluate the health and safety of the kitchen room as it is precarious and hazardous', the complementary report of the Architect (Appendix 2; page 5) verifies that the **kitchen facilities have been inspected and approved by the responsible by law Government**	

	Authorities, such as the Fire Department, and the Department of Labour Inspection. All responsible by law Government Authorities assessed the safety and operating standards of the kitchen and have approved kitchen facilities, indicating the buildings' full compliance with the local safety requirements and legislation. Finally the members of the Council of the Programme of Study are very sceptical and strongly disagree, for the reasons explained above, with the suggestion of the EEC concerning the number of four students in the class. Such a decision will not only prohibit the implementation of the programme due to the high operating costs, but also such a suggestion fails the quality standard set by CYQAA. CYQAA considers the number of 8 students as the minimum acceptable number in a class for undergraduate programmes of study.	
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5. Additional for doctoral programmes

(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For official use Only
The EEC would like to praise the institution and the people for their enthusiasm and commitment to the programmes. In two days, we visited the premises in Limassol found that the equipment facilities are excellent. The building is of excellent architecture design that would provide an identity for MIEEK as a strong organisation, rather than be considered as a path of 'secondary school'. The students would have an opportunity to study in excellent environment, closer to university life rather than continuing the 'school' life. The admissions criteria for the programme and student progression were found to be fair and consistent. Teaching and learning were found to be adequate and reflect the level of studies, with good use of learning resources. The Institution has links with the industry that supports the programme. The EEC The committee would like to praise the Institution on the following points: • Equipment and facilities • Investment and support for the department • Effective use of digital technology (student platform) • Balancing the curriculum (theory and practice) • Erasmus+ • Student voice at committees The EEC committee would like to suggest areas of improvement: • To improve library resources (as the EEC didn't see the list of books available) • To develop synergies with other institutions locally and abroad • To encourage teaching staff to participate at conferences • To employ a technician for the culinary arts, ingredient preparation etc. • To develop further the professional network to ensure places for students placement.	The members of the Council of the Programme of Study would like to thank the EEC for their comment about the positive enthusiasm and commitment of the staff to the programmes, the excellent equipment and facilities and the architecture design of the building that would provide an identity for MIEEK as a strong organization of higher vocational education and training. Also, the Council would like to thank the members of the EEC about their comments regarding the quality of the admissions criteria for the programme and student progression, the teaching and learning adequacy and good use of learning resources, as well as the Institution's links with the industry that supports the programme. Finally, we would like to thank the EEC for their praise concerning the Institution's equipment and facilities, investment and support for the department, effective use of digital technology (student platform), balancing the curriculum (theory and practice), Erasmus+ involvement and the student voice at committees. As it was mentioned in a previous section of the report, the list of the books available is being forwarded, thus, all books were purchased and stored in the library of the C' Technical School of Limassol for security and protection purposes. MIEEK already has developed a close cooperation with the Cyprus Pedagogical Institute for training purposes and use of their online resources. Additionally, further cooperation is established with other European higher education institutions in the context of Erasmus+ exchange/mobility, student transfer for further studies and exchange of academic and professional workplace best practices and knowledge.	Choose an item.

The EEC would like to emphasize that it is very important to change the space available for student work in the kitchen lab. The area where the students are cooking is very narrow and small compromising the safety of staff and students. It is very important to have a clear entrance to the students changing rooms. Students should not enter at the food preparation area using their normal shoes or outside cloths. There is a great risk of cross-contamination. Currently, the student entrance is through the kitchen. The cooking equipment are very close (less than a meter) away from the entrance. According to the European standards students should enter the area wearing protective and clean cloths. The changing rooms do not have a washing basin, which is also part of health and safety, avoiding cross contamination. Students are touching shoes and cloths, which carry many pathogens. It is very important to have a sink that they wash their hands before entering the cooking area. The European standards indicate that a door should separate the area where the changing rooms are located and the corridor to the kitchen. The washing basin should be before the door that opens to the kitchen. The EEC is very sceptic to allow the use of the kitchen as it is currently stands and urges the DIPAE and relevant organisations to evaluate the health and safety of the room as it is precarious and Hazardous	As it was pointed out in the section 2.2, the content of the report provides an overconcentrated criticism on the capacity of the hot food production line, **and its one side only**. Thus, it does not consider the ergonomical design and operationalization of the kitchen as a whole production system and its sufficiency in terms of its capacity and safety standards. The kitchen is approximately 80m². In this case there is sufficient space for students to work with safety, as students will be spread out to the different working sections to perform different tasks according to kitchen brigade. They will not work in the one side of the hot food production line, as discussed in section 2.2. According to the complementary report of the Architect (Appendix 2; page 5) **kitchen facilities have been inspected and approved by the responsible by law Government Authorities such as the Fire Department, and the Department of Labour Inspection. All responsible by law Government Authorities assessed the safety and operating standards of the kitchen and have approved kitchen facilities, indicating the buildings' full compliance with the local safety requirements and legislation.** The kitchen has two external entrances. It was discussed with the EEC members that students will use the kitchen entrance which is located next to the changing rooms, and leads directly to the changing room, without passing through the kitchen. Using this entrance students will not enter the food preparation area, preventing the risk of microbial, physical and chemical cross contamination and following the European standards. Concerning the issues of the washing basin, the report of the Architect proposes a proper solution (Appendix 2). The members of the Council of the Programme of Study agree with the point of the EEC that the culinary area does not have an office for the subject coordinator or the technician that would be based at the facility, similar to other disciplines taught at the new building. It is very important to have a place/office to work at close proximity to the facility, to discuss with	

	the students and keep all the paperwork. A solution has been provided by the Architect (see the report of Architect). The members of the Council of the Programme of Study strongly oppose and argue against the comments of the EEC as it was pointed out in section 2.2. The content of the report provides an overconcentrated criticism on the capacity of the hot food production line, **and its one side only**. Thus, it does not consider the ergonomical design and operationalization of the kitchen as a whole production system. The kitchen is approximately 80m². In this case there is sufficient space for students to work with safety, as students will be spread out to the different working sections to perform different tasks according to kitchen brigade and based on duties rotation and role playing. They will not work in the one side of the hot food production line, as discussed in paragraph 2.2. Diagram 3 illustrates the available space for each student. Concerning the comment that 'the CYQAA and relevant organisations to evaluate the health and safety of the kitchen room as it is precarious and hazardous', the kitchen facilities have been inspected and approved by the ETEK expert, as the whole facilities fully comply with the local safety standards. According to the complementary report of the Architect (Appendix 2; page 5) the **kitchen facilities have been inspected and approved by the responsible by law Government Authorities such as the Fire Department, and the Department of Labour Inspection. All responsible by law Government Authorities assessed the safety and operating standards of the kitchen and have approved kitchen facilities, indicating the buildings' full compliance with the local safety requirements and legislation.** The members of the Council of the Programme of Study are very sceptical and strongly disagree, for the reasons explained above, with the suggestion of EEC concerning the number of four students in the class. Such a decision will not only prohibit the implementation of	

	the programme due to the high operating costs, but also such a suggestion fails the quality standard set by CYQAA. CYQAA considers the number of 8 students as the minimum acceptable number in a class for undergraduate programmes of study.	
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C.

D. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Dr Elias Margadjis	Chairman of the MIEEK Council	
Costas Schinis	District Director	
Antonis Pierides	Assistant District Director	
Pantelis Zacharoplastis	Quality Assurance Coordinator	
Michalis Anastasiou	Academic Coordinator	
Lina Ellina	Member	

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