ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.1

Date: 05/09/2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:
  MIEEK**

- **Town: Larnaka, Cyprus**

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

- **Department/ Sector: MIEEK**

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

  In Greek:

  Μπαρ και Εστιατορικές Τέχνες

  In English:

  Bar and Restaurant Arts (120 ECTS, 2 Years)

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

- **Programme's status
  New programme:** Yes
  Currently operating: No

A. Introduction

The External Evaluation Committee (EEC) of the program of study **Bar and Restaurant Arts (2 years)**, conducted the on-site visit to the MIEEK Larnaca on **3rd September 2020**.

The site visit held according to the following indicative schedule:

10:00 – 11:30

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. *[30 minutes]*

- A meeting with the Head of the relevant department and the programs Coordinators. Short presentation of:

    o The School/ Department structure

    o The feasibility study of the programme(s)

    o The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodology, admission criteria for prospective students, student assessment, final exams). *[60 minutes]*

11:40 – 13:00

- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examination /thesis)

- SWOT analysis and degree of compliance with the CYQAA *[10 minutes]*

- Discussion of the content of each course *[40 minutes]*

13:00 – 14:00

Lunch of EEC **only** with the educational officer/s of the Agency accompanying them.

14:00 – 14:40

- A meeting only with students or/and their representative. *[20 minutes]*

- A meeting only with members of the teaching staff on each course for all the years of study

    o Self-presentation

    o Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity), on any other duties in the institution and teaching obligations in their programmes

- A meeting only with members of the administrative staff

- On the site visit to the premises of the institution (i.e. library, computer labs, research facilities).

In the opening meeting the General Director Hlias Markatzis presented the aim and mission of the MIEEK as well as the course that was designed and developed for the front line staff in restaurants and bars regarding the programme design and development. The processes of communication between the sites was also discussed, the communications for sharing the electronic platform, as well as the way that exams are monitored in all sites.

The Faculty did not prepare a presentation for the course, however subjects that were narrated included, events that the MIEEK organise, communication processes with the students, setting of exams and practical assessment, and opportunities to meet the industry. The practical handbook was presented upon request, however as a credit bearing subject, it should be presented as the rest of the subjects, with aim, objectives, learning outcomes.

The following members of staff participated in the on-site visit that were interviewed and presented their activities and processes.

Elias Markatzis   Position: CEO / General Director MIEEK
Pantelis Zaharoplastis   Position: Quality Assurance Director
Alexis Kosteas   Position: Regional Director (Larnaka)
Marinos Louka   Position: Regional Co-Ordinator
Mihalis Anastasiou   Position: Academic Co-Ordinator
Kiriakos Kiriakou   Position: Co-ordinator of Quality Assurance
Mihalis Mihailidis   Position: Assistant Regional Manager
Stefani Haralambous   Position: Administrator
Dimitris Kouklas   Position: Lecturer, Culinary Arts
Antrea Savva   Position: Lecturer, Culinary Arts
Mihalis Sakiadoros   Position: Lecturer, Hospitality
Michaela Pitsillidou   Position: Lecturer, Hospitality
Avgi Nikolaou   Position: Lecturer, Culinary Arts
Antonis Antoniou   Position: Lecturer, Hospitality

Two students: Dora and Andreas (completed the taught part of the course and will continue with the work base learning). An Industry representative that has been linked with the department was also present.

The External Evaluation Committee (EEC) of the program of study **Bar and Restaurant Arts (2 years)**, conducted the on-site visit to the MIEEK Limassol and Paphos on **4th September 2020**.

The site visit for Limassol held according to the following indicative schedule:

9:30 – 11:30

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.

[30 minutes]

- A meeting with the Head of the relevant department and the programs Coordinators. Short presentation of processes on the site   *[20 minutes]*

- On site visit to the facilities (library, computer room and kitchen/bar) *[60 minutes]*

In the opening meeting the Regional Director Kostas Shinis presented the aim and mission of the MIEEK as well as the course that was designed and how the local needs for the sector can be met by the validation of the current course. He emphasized the high employability of the grandaunts.

The Faculty did not prepare a presentation for the course, however subjects that were narrated included, events that the MIEEK organise, communication processes with the students. The Regional Director was particularly proud about the achievements of his region MIEEK, and the new site that is currently available for the new intake. New facilities have been built to accommodate the field of Culinary Arts in Limassol, improving the current facilities and provision. The Regional Director spoke about the mission of the subject and vision of the Culinary Arts subject for the future.

The following members of staff participated in the on-site visit that were interviewed and presented their activities and processes

Kostas Shinis	Position: Regional Director
Antonis Pieridis	Position: Assistant Regional Director
Pantelis Zaharoplastis	Position: Quality Assurance Director
Mihalis Anastasiou	Position: Programme Co-Ordinator
Andreas Savva	Position: Regional Programme Co-Ordinator

The Faculty of Limassol has not invited students or student representatives, to present their experiences.

The site visit for Paphos held according to the following indicative schedule:

13:00- 3:30

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.   *[30 minutes]*

- A meeting with the Head of the relevant department and the programs Coordinators. Short presentation of processes on the site   *[20 minutes]*

- On site visit to the facilities (library, computer room and kitchen/bar) *[60 minutes]*

In the opening meeting the Regional Director Dimitris Konstantinou presented the aim and mission of the MIEEK as well as the course that was designed and how the local needs for the sector can be met by the validation of the current course. He emphasized the high employability of the grandaunts.

The Faculty did not prepare a presentation for the course, however subjects that were narrated included, events that the MIEEK organise, communication processes with the students. The Faculty that will deliver the course has not been recruited yet and processes will be put in place to transfer teachers from the second education (Technical College) to the MIEEK in order to deliver the course. Those processes have been applied for other disciplines that are delivered currently.

The following members of staff participated in the on-site visit that were interviewed and presented their activities and processes

Dimitris Kostantinou Sfiktos   Position: Regional Director
Kostas Kostantinou   Position: Assistant Regional Director MIEEK Limassol
Mihalis Anastasiou   Position: Programme Co-Ordinator
Mihalis Taliadoros   Position: Regional Programme Co-Ordinator
Nefeli Heracleous   Position: Administrator

The Faculty of Paphos has not invited students or student representatives to present their experiences.

B. External Evaluation Committee (EEC)

Name	Position	University
Dr Amalia Tsiami	Associate Professor	University of West London
Dr Evangelia Marinakou	Principal Lecturer	Bournemouth University
Andreas Toumazatos	Senior Lecturer	New York College and City Unity Alpine
George Christodoulou	Student	Open 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.***

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*

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Education and, consequently, to the Framework for Qualifications of the European Higher Education Area

- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *career paths of graduates*

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

Findings

Programme's purpose and objectives:

The Programme "Bar and Restaurant Arts" introduces students to the basic vocational and professional skills needed for a career start-up in the restaurant industry. Students will learn modern food and beverage service workplace techniques and practices, following industry trends and market needs. The programme introduces students to basic restaurant service

concepts in order to be able to assume entry-level, front-line jobs in a diversified and demanding restaurant or bar working environment. A combination of classroom learning, extensive practical application in labs and industry training allows students to develop cognitive knowledge in restaurant and bar operations, food and beverage service related professional competencies, vocational skills in wine, beverage and cocktail production and service, as well as basic barista skills. The structure of the programme has a solid background enhancing students' employability in order to enter successfully the labour market and be employed in various catering establishments, restaurants, bars or hotels.

Upon successful completion of the programme students will be able to:

- Comprehend professional and cognitive knowledge to facilitate organizational service processes, make-decisions and solve problems within a restaurant and bar context.
- Implement various vocational service techniques in restaurant and bar operations and promote workplace teamwork.
- Apply major food and beverage concepts, food and beverage service methods, professional skills and values of the restaurant service industry.
- Perform effectively to diverse audiences, purposes and situations in a restaurant or bar setting.
- Adapt to the changing nature and needs of the food and beverage service industry and its market trends.

1.1 Policy for quality assurance

MIEEK representative participates at the European Funding Committee meetings each year in Brussels.

MIEEK has a quality Assurance Committee that includes student representatives, Faculty Members, Administrator and Industry representative. The group will also review the student feedback at the end of the semester and implement regulations, establish processes.

Other Committees include

The following procedures are used to ensure the quality of the study programme:

- Municipal Committee of Internal Quality MIEEK
- Local Committee of Disciplinary Control
- Local Committee of Programme of Study
- Local Committee of European Programmes
- Local Committee of Student Affairs
- Student Union

1.5 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, however the learning outcomes are very specific and read like content. The Faculty support the intention to bring industry representatives for demonstrations.

The programme meets the four purposes 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

1.6 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 procedures enhances the learning experience and engagement, ensuring employment and opportunities to develop further.

1.7 Information management
The course will be delivered in three sites (Larnaca, Limassol and Paphos), the programme Coordinator will ensure 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.

Strengths

The Institute has good links with the industry and the students are well employed after graduation. It was reported that the graduate employment is 87%. Investment is made on facilities and equipment, improving the learning student experience. In Limassol for example the third kitchen available is new. The programme content is suitable for the profession and presents potential for future students and employers in the area of covering the gap in terms of skills of front line staff.

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.

Areas of improvement and recommendations
The structure of the programme is well thought with good content in terms of modules provided. Some further consideration should be placed on the placement in terms of creating a module specification (since the placement is accredited).

Although the programme aim and content are very well thought of, the programme learning outcomes (PILOs) are found to be too many. Similarly the LOs for each module and the team was advised to revise them and reduce them as they are too many to be covered with teaching, learning and assessment.

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

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 and 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.*

Findings

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

The programme is new therefore, there was no evidence on delivery of the courses. Nevertheless, the Institution has long experience of teaching programmes at level 5B, some of which are similar to the programme under review i.e. Bakery - Pastry chef. They use a variety of teaching and learning techniques such as lectures, discussions, presentations, visits etc as well as a lot of practical classes and assessment, which reflect very well the purpose of the programme of study. The use of VLE (Moodle) supports the teaching as teaching material is uploaded in some cases upfront and students have access to notes, articles etc. They also use it to communicate with students. Moodle is also used to inform students on various activities. Facebook pages are also dedicated to each programme which includes good practice, events etc. In some cases, they use outdates ways to teach the students i.e. for cost control although screenshots from existing hotels are used, they forms provided to students are printed paper copies which are handwritten. They said they will start using Office 365.

Considerations are made to ensure that diversified groups of work are developed in order to share experiences and knowledge. The programme includes some external and internal activities that bring students in touch with the society. For example they operate a restaurant open to the public in which students have real-life experience. Students participate at the learning process as the vocational aspect of the programme requires that they put in practice the learning that takes place in the classroom. Ingredients and supplies are more than adequate so that each student practices in all recipes. There is adequate support to students. Teaching staff are also available at the office and respond to emails (although there are no office hours allocated for PT staff). There is good evidence in the documentation and from the discussion 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 is a number of 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. Events are organised to mix

the groups and create relationships among different cultures and religions, which was confirmed and praised by the students.

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 very 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.

2.2 Practical training

As students and staff described, events and other educational and extracurricular activities are organised in collaboration and with the participation of the students, which enhances the student experience. The restaurants are operated by students and real customers book dinner which is very popular as a 2 months pre-reservation is required. This is similar practice with other institutions abroad, which is found to enhance the student experience. A lot of practical training takes place in labs which are very well designed, equipped and operated by the teams. The facilities for this purpose were found to be appropriate considering the number of students attending the programme. Attention is given to the resources provided as the budget for supplies is very good and covers the needs of the programmes.

A 6 weeks accredited placement is offered at the end of each academic year. This is a monitored process, as there is a placement log, discussions take place with supervisors, and the students. They also benefit from Erasmus+ for placements abroad. In this case students are escorted by a member of staff.

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. Assessment is designed in a way to reflect on the purpose of the module and the learning outcomes. When necessary there is more emphasis on assessment of practical elements of the programme for example for Introduction to mixology where students will be required to prepare specific beverages required by the assessment brief. 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. No assessment criteria is provided to ensure students understand the marking process. There is some evidence of formative feedback provided to students as discussions on assessment take place at predefined sessions to monitor progress. Moreover, feedback on assignments is provided in the classroom with generic guidelines, and face to face follow up may be provided. They also provide feedback after midterm assessment. This is face to face with each student to ensure they closely monitor their progress and

performance. The assessment is moderated by the local coordinator who will check a sample of work to ensure the marking is fair and consistent.

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 resit or fail the module depending on the number of missing classes.

Finally each module is evaluated by students and teaching staff. Findings and results are discussed between the local coordinator and the instructor in order to review performance and take actions if necessary. Teaching staff is also doing self-evalution.

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 rooms are large enough with all required software and equipment to deliver the classes. There is a good balance between theory and practice. The labs (i.e. kitchen and demonstration kitchen) 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. Students confirmed the use of the LMS in their learning process. 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 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. The process is well planned, managed and monitored with a policy and a log in place. 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. There is some evidence of moderation of marking.

Areas of improvement and recommendations

Although the team provided some examples on the variety of the assessment methods used these were not well documented. More details should be provided on the assessment methods used for the modules. These could be further detailed in the module outline given to students at the beginning of the semester to allow adequate time to prepare. A larger variety in terms of assessment types used will enhance the student experience and learning. Details should also be provided on the marking criteria used for each assessment in order to provide students with information about the requirements on the task as well as justification on the mark allocated to the assessment. Although there is consideration of diversity at different cohorts, there is no clear procedure to support any students with learning issues

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	Partially 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

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

Findings

3.1   Teaching staff recruitment and development

Current procedure 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 and profile needed for the programme and the fact they are employed for 3 years allows to create a solid and well oriented academic team that will enable the programme to develop and provide to the students the knowledge and quality level education that the programme was designed for.

Development of academic staff is in place indicating good academic practices

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.

The teaching staff that the EEC have seen are the following:

Anastasiou Michalis is the Academic Director of the Programme and holds a PhD in Education Management. Strong education professional with a Master of Business Administration - MBA focused in Business Administration & Management, and Bachelor in Hotel Management and Culinary Arts. He has a great teaching experience as well as relevant working experience within the area of interest.

Antoniou Antonis Lecturer with a demonstrated history of working in the Hospitality industry and sis highly skilled in Bartending. Strong education professional with a Bachelor in Hospitality and Tourism Managements. He has a great teaching experience as well as a rich relevant working experience within the area of interest.

Savvas Andreas Full-time lecturer holds an MSc in Food service Education and a BA degree in Culinary Arts and has extensive experience as an instructor and supervisor of Culinary programmes of such academic level. Additionally, he has extensive teaching experience as well as a rich relevant working experience within the area of interest.

Pitsilidou Michaela holds a MSc in International Tourism and a BA in Hotel and Tourism Management. She has a fair teaching experience as well as relevant working experience within the area of interest.

Nikolaou Avgi holds a MSc in Curriculum Development and Instruction and a BA in Culinary Arts. She has a fair teaching experience as well as relevant working experience within the area of interest.

Kouklou Dimitris holds a MA in Education Management. Strong education professional with a BA focused in Culinary Arts and Hospitality Management and PGD in Human Resoources Management. He has a great teaching experience as well as rich relevant working experience within the area of interest.

Taliadoros Michalis holds a MSc in Human Resource Management and a BA in Hospitality and Tourism Management in Education Management. Strong education professional with a BA focused in Culinary Arts and Hospitality Management and PGD in Human Resources Management. He has a great teaching experience and some relevant working experience within the area of interest**.**

3.3   Synergies of teaching and research

A limited number of synergies are in place mostly due to the regulations and procedures to be followed as a public. Since the programme is gaining publicity several companies and industry experts along with demonstration sessions are in place providing evidence of update knowledge provided to the students of the programme.

Research is a part that is needed further development as evidence are rather limited according to the findings of the inspection. A more focus oriented research approach regarding trends, case studies and vocational developments should be in the area of research consideration in the near future.

Findings

Upon request of the EEC about the delivery of the programme across the cities and the staff available, the Programme co-ordinator reported that the positions for the teaching staff will be announced in due course and the job description would be advertised at a later point as well as the selection of professionals would follow a credit point approach.

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. In the case that the numbers of students in the programme develops as expected it is suggested that procedures and budget should be prepared to allow the academic and development of popularity of the programme.

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. 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

MIEEK needs to improve the number of staff that are qualified and with hospitality related academic and working background that covers the current needs of the programme. Staff development activities and industry collaborations must be in place to ensure that all members of the programme achieve and perform adequate teaching and training standards at all times.

In addition, an increase of the supporting administrative members of staff is required to allow procedures, bureaucracy, programme academic and administrative needs, organising and attending seminars/conferences/training sessions and EU programmes to be dealt efficiently.

It is suggested that a "Placement Coordinator" to be appointed by MIEEK that will be experienced with delivering Placement Programmes with good knowledge of the industry network and the market needs while adjusting to all possible related training needs to be covered. The coordinator should also have good knowledge of the legal and labour framework with great ethics and the ability to filter, monitor, adjust the whole placement procedure and provide solutions to all possible issues that might take place during the placement period.

Furthermore, a network of visiting lectures, synergies and research needs related to the area concerning the programme is suggested to be created within the next years providing the elements that such programme needs to differentiate and expand in a national level both in student numbers and areas of operation.

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	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Non-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

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

4.1 Student admission, processes and criteria

Admission details were provided in the documentation. Male students have to 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 they 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.

4.2 Student progression

Students have to 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.

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.

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.

Strengths

The Admission criteria and requirements are clear and the support mechanisms for the students that cannot reach the criteria are also clear.

Areas of improvement and recommendations

None.

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

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.*

Findings

5.1 Teaching and Learning resources

There is a poor investment in library facilities and books to support the programmes offered at the MIEEK including the Bar and Restaurant programme, while these facilities are used by the students. Teaching rooms are adequate and are shared with the Technical School which the facilities are used during the day time, whereas the MIEEK use the facilities during 5.00-10.00pm. The Library facilities however needs significant improvement. The library is not an integral part of the day school and students at Technical School receive their governmental books, however the MIEEK students are required to use library books and access for studing. Those provisions are not provided at a required level. The Faculty placed an order for new books, however the number of books that should cover the three sites are not sufficient for the student requirements.

New kitchens are fairly well developed, with demonstration kitchens for small groups. The kitchen area is well maintained and fully equipped with the required working stations for teaching 18 students at the same time. Extensive range of infrastructure is in place with refrigerators, ovens, cooking stations, kitchen utensils and all required to deliver the practical

aspect of the courses for the programme. A restaurant, pastry and bakery area are in place which provides students with real-life experience in culinary arts.

Computer lab was also available so that students may access teaching material and other sources at the same time but with basic facilities and software systems that are both in need of update. Additionally, there is library area that needs significant improvement in furniture, lighting, layout, bibliography and number of copies available.

Strengths

The facilities and equipment are fair up to date and innovative. The group is well resourced financially, and supports the welfare of the students. The future plans of MIEEK are also ambitious and in line with current governments' projections in relation to number of students to enrol in the near future and targets

Areas of improvement and recommendations

Actions should be taken to increase the availability of books and other academic resources to support the programme. The Faculty re-assured the EEC that books would be ordered and that two copies of each title at the list, would be available for the students at each site, however this is a limited number of books available to give them for loan to a group of 18 students. The library area is not ideal also to allow students to study on site, and improve engagement.

Moreover, books and other sources should be heavily updated and more reference and information could be provided in each module outline given to students in terms of books, ebooks and other journals available in the library, which are relevant to the course.

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

6. Additional for distance learning programmes *(ALL ESG)*

Sub-areas

> **6.1 Distance learning philosophy and methodology**
> **6.2 Distance learning material at the appropriate level according to EQF**
> **6.3 Interaction plan and Interactive weekly activities**
> **6.4 Study guides**

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
    - *among students*
    - *between students and teaching staff*
    - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
    - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
    - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
    - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
    - *Self-assessment exercises and self-correction guide*
    - *Bibliographic references and suggestions for further study*
    - *Number of assignments/papers and their topics, along with instructions and additional study material*
    - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

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CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

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	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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7. Additional for doctoral programmes *(ALL ESG)*

> **Sub-areas**
>
> **7.1 Selection criteria and requirements**
> **7.2 Proposal and dissertation**
> **7.3 Supervision and committees**

7.1 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*

7.2 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.*

7.3 Supervision and committees

Standards

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

- - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

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
7.1	Selection criteria and requirements	Not applicable
7.2	Proposal and dissertation	Not applicable
7.3	Supervision and committees	Not applicable

8. Additional for joint programmes *(ALL ESG)*

Sub-areas

    8.1 Legal framework and cooperation agreement
    8.2 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - *Denomination of the degree(s) awarded in the programme*
    - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - *Admission and selection procedures for students*
    - *Mobility of students and teaching staff*
    - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

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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*
8.1	Legal framework and cooperation agreement	Not applicable
8.2	The joint programme	Not applicable

D. Conclusions and final remarks

The EEC would like to praise the institutions and the people for their enthusiasm and commitment to the programmes. In 2 days we visited the premises in Larnaca, Limassol and Paphos where all facilities were found to be of similar quality and standards. The admissions criteria 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, except the library and books. Teaching staff although mainly part time they are employed for 3 years, and there is an evaluation process in place that allows flexibility in order to have high quality of teaching staff with professional and teaching experience. The Institution has fair links with the industry and the industry supports the programme as they identified the need for such training to take place.

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
- Real customers at the restaurant offering real life practice
- Participation at the European Committee

The EEC committee would like to suggest areas of improvement:

- To reword the programme and module learning outcomes and reduce the module learning outcomes to 3-5
- To clarify assessment with clear marking criteria
- To develop and module descriptor for placement as it is credited
- To develop policy for students with different academic learning needs
- To improve library resources (lack of stock)
- To develop synergies with other institutions locally and abroad
- To encourage teaching staff to participate at conferences
- To improve the number of administrative staff
- To develop further the professional network to ensure places for students placement
- To develop their promotion strategy in more systematic and organized way

E. Signatures of the EEC

Name	*Signature*
Dr Amalia Tsiami	
Dr Evangelia Marinakou	
Andreas Toumazatos	
George Christodoulou	

Date: 05/09/2020