

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
Absolute Institute of Technical Education (AITE)
- **Town:** Limassol -AITE
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Τέχνες Εστίασης

In English:

Catering Services

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **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. Introduction

The EEC was introduced to the new building and MIEEK managerial staff as well as the academics.

The indicative agenda that was followed is the following

9.30 Welcome, introduction, role and importance of the new building for MIEEK - Dr E. Margadjis, General Manager MIEEK, Director of Secondary Technical and Vocational Education and Training, Ministry of Education, Sports, and Youth

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 were also discussed, the communications for sharing the electronic platform, as well as the way that exams are monitored in all sites.

The donations and the opportunity that MIEEK have to be established as a prestigious organisation and be apart from school grounds to enhance the identity and the role of the vocational degrees offered was discussed extensively

10.30 Architectural Plan Drawings, The design philosophy - Eraclis Papachristou

10.45 Building presentation - Design and Construction Team

Dr E. Margadjis, General Manager MIEEK

K. Kyriakou, Coordinator MIEEK

P. Zacharoplastis, Quality Assurance Officer MIEEK

C.Schinis, Manager MIEEK Limassol - AITE

A.Pierides, Assistant Manager MIEEK Limassol

A.Vasiliou, Coordinator IT technologies MIEEK

S.Sofokleous, MIEEK Coordinator CNC Technology&Woodworking Industry

A.Eleftheriou, MIEEK Program Coordinator Cooling & Air Handling Installations

Dr.M.Anastasiou, MIEEK Program Coordinator Culinary Arts & Catering Services

Construction and Design Team

11:00 - 11:10

- *Coffee Break*

11:10 – 13:10

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

13:00 – 14:00

- Working lunch of the EEC, with the CYQAA Officer only

14:00 – 15:50

- A meeting only with students or/and their representatives.

K.Christophi (student that attend Bakery and Pastry)

P.Charalambous (attends Bakery and Pastry)

O.Paraskeva (attends Catering Services)

K.Tsagkaridou (attends Culinary Arts)

K.Ploutarchou (attends Culinary Arts)

P.Gerou (attends Catering Services)

15:50 – 16:50

- A meeting only with members of the teaching staff on each course for all the years of study. Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity), on any other duties in the institution and teaching obligations in other programmes

C.Gerimos
P.Panayioti
P.Epameinondas
A.Ioannou
A.Palos
M.Taliadoros
A.Savva
G.I.Kaminaras
L.Ioannou

15:40 – 15:50

- *Coffee Break*

15:50 – 17:00

- A meeting only with members of the administrative staff.

C.Schinis, Manager MIEEK Limassol

A.Pierides, Assistant Manager MIEEK Limassol

S.Sofokleous, Program Coordinator CNC Technology & Woodworking Industry

A.Eleftheriou, Program Coordinator Cooling & Air Handling Installations

Dr.M.Anastasiou, Program Coordinator Culinary Arts & Catering Services

8 September 2022

The EEC committee visited the site again and the Program coordinators presented the provisions to the EEC members.

Short presentations:

1. Andreas Vasiliou, Information and Communication Technologies (ICT) Information and Communication Software
2. S.Sofokleous, Program Coordinator CNC Technology & Woodworking Industry
3. A.Eleftheriou, Program Coordinator Cooling & Air Handling Installations
4. Dr.M.Anastasiou, Program Coordinator Culinary Arts & Catering Services

11:10 – 13:10

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

13:10 – 14:30

Extensive discussion about the programs

1. Andreas Vasiliou, Information and Communication Technologies (ICT) Information and Communication Software

2. S.Sofokleous, Program Coordinator CNC Technology & Woodworking Industry
3. A.Eleftheriou, Program Coordinator Cooling & Air Handling Installations
4. Dr.M.Anastasiou, Program Coordinator Culinary Arts & Catering Services

14:30 – 16:30

Extensive discussion about the programs with the directors and program coordinators

Dr E. Margadjis, General Manager MIEEK

K. Kyriakou, Coordinator MIEEK

P. Zacharoplastis, Quality Assurance Officer MIEEK

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Morris Altman	Dean	University of Dundee
Sotiris Karastergiou	Professor of Wood Technology	University of Thessaly
Constantinos David	Professor	International Hellenic University
Amalia Tsiami	Professor of Food Science and Nutrition	University of West London
Georgios Nikolaou	Student	Cyprus University of Technology
Ioustini Pilidi	Professor	University of Cyprus
Alexis Valiantis	Civil Engineer	A.F Modinos & S.A. Vrahamis Chartered Architects & Engineers

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

- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b)*

whether the content and objectives of the study programme are in accordance with each other?

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

Findings

Based on the application documentation, the onsite visit, extensive talks with students, faculty and administrators the program is convincingly filling a needed gap in the industry.

Program's purpose and objectives were clearly presented as well as the goals

1.1 Policy for quality assurance

The Program "Catering Services" introduces students to the basic vocational and professional skills needed for a career start-up in culinary professions.

Students will learn modern food and beverage service workplace techniques and practices, following industry trends and market needs. The program 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 program has a solid background enhancing students' employability to enter successfully the labour market and be employed in various food service establishments, restaurants, bars 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 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 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 also meet the requirements for the profession.

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.

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 emphasizes those practical

skills relevant to a vocational profession. The staff is working on enhancing the theory to make it more relevant.

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 is an important investment which would boost the prestige of MIEEK, it is a great opportunity for new facilities and equipment. Such an investment is expected to improve the learning experience.

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.

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.

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

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

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

Sub-areas

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

2.2. Practical training

2.3. Student assessment

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

Standards

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

2.2. Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3. Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*

- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

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

Findings

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 for teaching. The students also reported the popularity of the electronic platform and find it incredibly useful.

The programme of Catering Services 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.

It was reported that ingredients and supplies are more than adequate so that each student practices all recipes. The communication pathways between the academics and staff are always possible either via face-to-face meetings and/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.

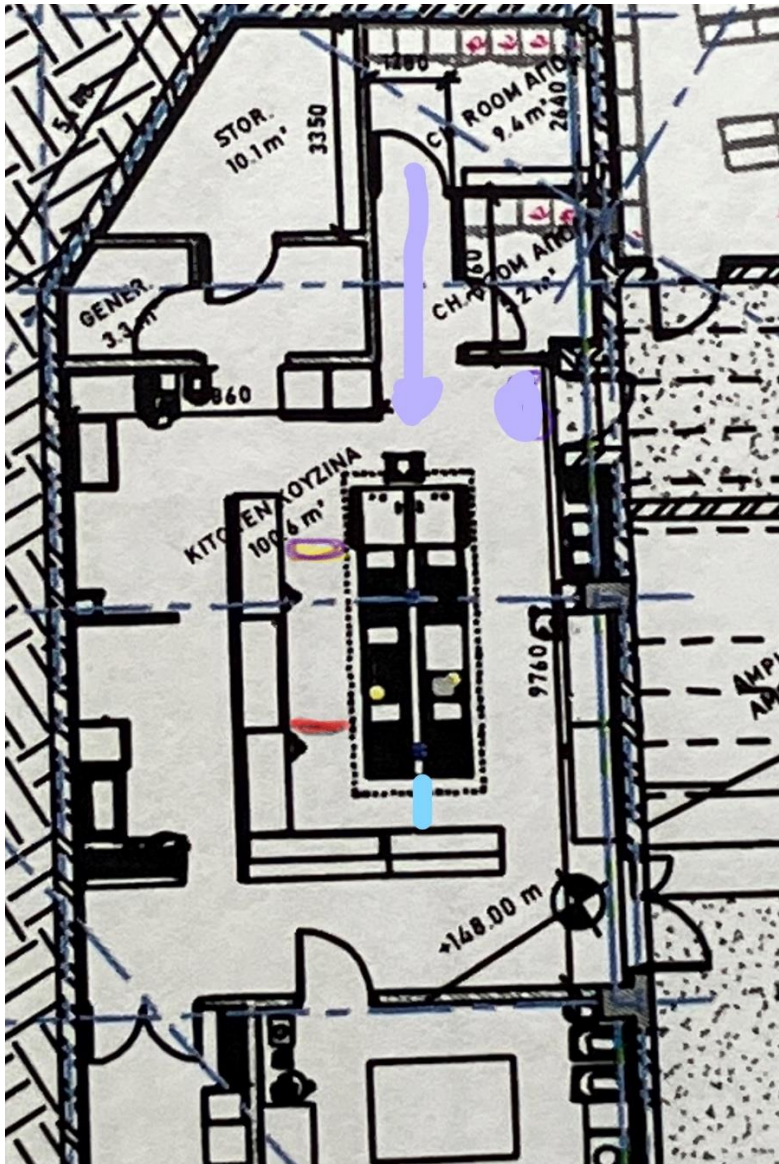
There is a student union, which is active and there is representation from each programme and at different committees. Students feel free to discuss any issues with the team and participate at the decisions taken. There is also a feedback form, at the end of the semester, which is used to provide comments and an evaluation on the module and the instructor. Meetings among the teaching team and programme managers take place to discuss these results.

2.2 Practical training

Students and staff discussed educational and extracurricular activities that are organised in collaboration with the participation of the 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 for students and staff. 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 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 maneuver 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.



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.

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 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.

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)**

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant

2.3	Student assessment	Compliant
------------	--------------------	-----------

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1. Teaching staff recruitment and development**
- 3.2. Teaching staff number and status**
- 3.3. Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

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

You may also consider the following questions:

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

Findings

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.

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.

3.3. Synergies of teaching and research

NA

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. 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 (Βοηθο Εργαστηριου) should be hired in order to support the smooth run of the kitchen and pastry, monitor the preparation of the ingredients

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

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

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

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

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

Findings

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

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

4.3. Student recognition

The programme is offered by a public recognized institution under the care 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		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

You may also consider the following questions:

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

Findings

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 didn't have 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.

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 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 cross-contamination as well as physical and chemical contamination. 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 hand-washing (see the photo above).

The safety of the preparation area (kitchen) might be also heavily criticized by the students as one of the subjects taught at the course is designing kitchens.

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

5.4 Student support

The students are particularly happy about the staff and student communications, emphasised their satisfaction during the pandemic conditions.

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

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 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.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1. Selection criteria and requirements

6.2. Proposal and dissertation

6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *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		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

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 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 rules and regulations. Students are touching shoes and cloths, which carry many pathogens. It is very important to have a sink where 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 located 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**

A. Signatures of the EEC

Name	Signature	
Morris Altman		
Constantinos David		
Sotiris Karastergiou		
Amalia Tsiami		
Georgios Nicolaou		

Date: SEPT 10, 2022



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



eqar /// enqa.