



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



4/19/2019

Doc. 300.1.1

Intercollege - Nicosia

Culinary Arts (Diploma)

External evaluation report

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The External Evaluation Committee (EEC) of the program of study **Culinary Arts (2 years, Diploma)**, conducted the on-site visit to the Intercollege Nicosia on **18th April 2019**.

The site visit held according to the following indicative schedule:

9:00 – 13:00

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. *[40 minutes]*
- Examination of the School’s structure, including the programs in the proper position, i.e. by indicating the School and the Department under which the programs will operate. *[20 minutes]*
- A meeting with the Head of the relevant department and the programs Coordinators. Presentation of the curriculums (allocation of courses per semester, weekly content of each course, teaching methodology, teaching material, evaluation, samples of papers, samples of written examinations, admission criteria for prospective students etc.). *[70 minutes]*
- Presentation of programs feasibility study. *[10 minutes]*
- Discussion of the programs as a whole and information relevant to its response to the Criteria. *[60 minutes]*
- Presentation of the equipment used in teaching and learning (software, hardware, materials, online platforms etc.). *[40 minutes]*

13:00 – 14:00

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

14:00 – 17:00

- Presentation of the academic/teaching staff teaching each course for all the years of study.
[20 minutes]
- Examination of the curriculum vitae of the academic/teaching staff (academic qualifications, publications, research interests, research activity etc.) and their relationship with the institution as teachers in connection with any other duties they may have in the institution or/and other programs.
[20 minutes]
- A meeting only with members of the teaching staff. *[40 minutes]*
- A meeting only with students or/and their representatives. *[30 minutes]*
- A meeting with members of the administrative staff. *[30 minutes]*
- On site visit to the premises of the institution (library, computer labs, research facilities etc.).
[40 minutes]

In the opening meeting Program Coordinator N. Orthanides made a presentation regarding the program, Scope of the program, Learning outcomes, Objectives of the program, strengths of the program, student guidance and counselling, labs, Courses allocation, expectations after graduation, employment opportunities, collaboration with the industry.

After the presentation a fruitful discussion was contacted between the member of the EEC and the participants of the Intercollege. As a result the Intercollege provided to the EEC supporting documentation in addition to the information already included in the Application for Evaluation – Accreditation of the program.

This documentation included:

- Internal regulation including the QA regulations/procedures (August 20160)
- Culinary Arts applications
- List of achievements of the Program
- Budget Analysis, complementary to feasibility study
- Sample examination scripts
- Sample work placement agreements
- Faculty activities and deliverables (2018-2019)
- Application for modification of syllabus and procedure followed for its updating
- Course assessment form indicating the procedure for updating its content

- Faculty credit evaluation form
- Faculty Time Release Form
- Class observation Form
- Control of Examination Scripts Form
- Midterm and feedback monitoring form
- Students course evaluation questionnaire
- Annual evaluation conducted by students in terms of satisfaction of all administrative services
- Program review committee (completed sample)
- Annual Monitoring and evaluation Report (2017-2018)
- Log book – sampled/official sample
- Student handbook – sampled/official sample

The following participant participated in the on-site visit that were interviewed and present its activities and processes that they are participate or are responsible.

Nicholas Kythreotis

Position: Executive Director of Intercollege Nicosia

Charalambos Papadopoulos

Position: Director of Academic Affairs & Quality Assurance

Nikolaos Orphanides

Position: Programmes Coordinator/Lecturer

Sotia Paphiti

Position: Personal Assistant to the Executive Director/Senior Administrative Officer

Fani Papamichael

Position: Erasmus Officer

Vassiliki Basdani

Position: Junior Enrolment Counselor - Admission Officer

Georgia Koula

Position: Academic Affairs Officer

Maria Theodorou

Position: Coordinator of Languages

Fotini Lappa

Position: Faculty

George Georgiou

Position: Faculty

Yiannis Kouis

Position: Faculty

Panayiotis Theodosiou

Position: Faculty

Nikolas Konstantinou

Position: Faculty

Christos Ioanou

Position: Faculty

Mary Sutze

Position: HR Officer

Christina Hadjicosti

Position: Academic Affairs Officer/Registrar

Artemis Andreou

Position: 2nd Year Student

Moiria Christoforou

Position: 1st Year Student

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Eleftherios Drosinos	Professor	Agricultural University of Athens
Amalia Tsiami	Associate Professor	University of West London
Neil Rippington	Dean of the College of Food	University of Birmingham College
Dimitris Zinonos	Student	Cyprus University of Technology

C. Guidelines on content and structure of the report

The assessment of study programs follows the structure of assessment areas. At the beginning of each assessment area there is a box presenting standards which are relevant to the European Standards and Guidelines (ESG) and 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. The questions should be deleted when drafting the report, so that each assessment area consists of the standards and the description of the way in which the standards are met.

Under each assessment area, it is important to provide information regarding the compliance with the requirements. For each assessment area, the report should include:

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.

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

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

(ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the program 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*

- *The program of study:*
 - *is designed with overall program 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*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results to 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 program 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, the student expectations, needs and satisfaction in relation to the program*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the program of study offered*
 - *the selection criteria*
 - *the intended learning outcomes*
 - *the qualification awarded*
 - *the teaching, learning and assessment procedures*
 - *the pass rates*
 - *the learning opportunities available to the students*
 - *graduate employment information*

Findings

1. Program's purpose and objectives:

The provision of appropriate education and the development of the necessary professional skills and knowledge to persons seeking to obtain positions of responsibility and be ready to respond effectively to the needs of the food service industry.

Upon completion of their studies, students will be able to:

- 1. To develop professional skills in various fields of the food service industry*
- 2. Maintain a clean and safe working environment and to use and to handle correctly all equipment and utensils associated with the preparation of meals and with cooking in general*
- 3. To receive and properly store the various types of food*
- 4. To prepare, cook and present all kinds of cooking and pastry items, using modern techniques in relation to the Cypriot and international cuisine*
- 5. To plan and prepare dishes list (menu) and to plan and set up various types of buffet and reception events*
- 6. To provide excellent service to customers*
- 7. To implement scientific dietary and nutritional principles*
- 8. To implement appropriate methods of food service to deliver food in a professional manner*
- 9. To undertake successfully specialized supervision principles*
- 10. To possess the technical and academic foundations for further studies in the food service industry as well as the hotel industry*

The program's goal is to ensure a professional Diploma for students who aspire to work in the promising field of the Hotel and Catering Industry. The modernized program aims to provide and develop the necessary knowledge and skills for cooking, confectionery, bakery and table service, in order to reflect the operational and organizational needs of the modern hotel and catering units.

Analytically:

- *Graduates will gain the foundation of knowledge for understanding the Catering and Hotel Industry and the respective basic principles and laws, through the study of the modules that lead to a diploma.*
- *Graduates will possess the necessary qualifications and skills needed to conduct their work at key posts of employment in the Catering and Hotel Industry.*

- *Graduates will acquire the necessary technological knowledge and practical experience skills in relation to cooking, pastry, table service and bakery.*
- *Graduates will improve their communication skills and their general knowledge.*
- *Graduates will gain skills for the implementation of catering services such as cold and hot kitchen, with basic nutrition science knowledge, as well as confectionery, menu planning and table service capabilities, taking into account the individual needs of each client.*
- *Graduates will understand the development trends and the evolution in the Culinary Arts sector.*
- *Graduates will gain the necessary knowledge in relation to Health and Safety in the professional environment.*
- *Graduates will improve the handling ability of the written word, especially in professional communication both in Greek and English language.*
- *Graduates will acquire basic knowledge of accounting such as opening and closing of accounts, the debit and credit of accounts, and more.*
- *Graduates will acquire the basic knowledge of the terminology and the value of costing, the control the cost components, the budgeting process and the proper pricing policies.*
- *Graduates will undertake, organize and conduct meal events and functions.*
- *Graduates will develop research skills and be able to prepare research and studies relevant to their field of study.*
- *Graduates will understand the value of proper time management which will lead them to achieve their goals, both during their studies and later in their professional lives.*
- *Graduates will possess the correct philosophical theory and will carry out practical applications and techniques in Confectionery and Bakery.*
- *Graduates will have the unique opportunity to be trained and to work in real hotel and catering organizations within the context of their courses Practical Training I / II. The ultimate goal here is for theory to be combined with practice that leads to the acquisition of experiences that will help graduates significantly in their future careers and advancement.*

2. Intended learning outcomes:

The program seeks to offer the student the following learning outcomes:

- *To apply the necessary skills by performing recipes and kitchen work, pastry, bakery, food and beverage service in high professional level.*
- *To acquire the necessary skills in applying decorative and specialized food arts practices, and innovative techniques in the hotel industry.*
- *To improve the analytical and critical thinking and enable them to face future challenges in the workplace.*
- *To have effectiveness in solving problems and to strengthen the decision-making process.*
- *To gain a competitive advantage in a highly technologically developing professional environment.*

Level 1

Upon successful completion of the first year of the program, the student will be able to:

- *Understand the basic principles of cooking technology, pastry, bakery and food and beverage service.*
- *Comprehend the overall view on cooking, pastry, bakery and waiter.*
- *Understand the concept and philosophy of the Hospitality and Food Industry.*

- *Understand the basic knowledge Butchery.*
- *Develop practical skills in a wider range of recipes application.*
- *Cultivate skills that will promote the professional formation of a student.*
- *Understand the role of the science of food hygiene and quality of raw materials, and safety in the workplace.*
- *Acquire basic knowledge of English and French languages.*
- *Work as an internship in hotels and food plants for the summer practical training, lasting for four months.*

Level 2

Upon successful completion of the second year of the program, the student will be able to:

- *Expand his knowledge on cold kitchen and buffet.*
- *Understand the importance of using the Cyprus cuisine and pastry.*
- *Extend his knowledge of French language and culture, microcomputer applications and support in Industry Hospitality and Food.*
- *Gain knowledge in relation to the science of food and especially healthy diet.*
- *Develop basic skills in accounting.*
- *Improve knowledge on the menu design and composition.*
- *Develop and understand topics in management, implementation and food and beverage costing.*
- *Acquire basic knowledge in Kitchen Administration and Management.*
- *Develop knowledge in operating bar and serving drinks.*
- *Develop the practical skills in a wider range of recipes application and engaging in practical events and restaurant organization for serving.*

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

Program Review Committee (PRC)

Formed once per semester and carry the following structure:

- *Director of Academic Affairs (Chair)*
- *Program Coordinator*
- *Internal Quality Assurance Auditor (IQAA)*
- *Faculty members*
- *Student representatives (1-2 of each year)*
- *Clerk*
- *Additional Academic Affairs Officer may participate*

The aim of the Program Review Committee is to provide transparency in terms of academic quality and tackle issues that reflect the smooth delivery of the modules and the programs (either newly developed or ongoing) in general. The student representatives are chosen by their peers in order to inform the PRC of any issues and provide feedback. All meetings are minuted, the action points are noted and send by the IQAA for feedback to the Program Coordinator for completion prior to the commencement of the next semester. Official minutes are stamped and kept by the IQAA and disseminated to all participating members. The Program Coordinator is liable to monitor the completion of all actions.

Annual Monitoring Evaluation Report (AMER)

The Annual Monitoring Evaluation Report is a comprehensive report that each program coordinator needs to complete at the completion of each academic year. Newly running programs will need to complete their first annual report one academic year after the commencement of their program. The report incorporates statistical information in regard to the student intake and attrition rate. It explores the faculty evaluation perspective in terms of peer reviews and student evaluations. The report aims to set the strengths, weaknesses and good practices of each program in real terms and provide a perspective as to the future of the program. The AMER incorporates the identified needs/issues that are noted via the PRCs and sets the timeframe for their resolution and provides an action plan for the next academic year. The AMER reports are submitted by each program Coordinator by the end of the Fall semester and are ratified for action by the QAC.

Program Evaluation Committees (PEC)

Program Evaluation Committees are formed once per semester after the completion of the final examinations and are chaired by the Program Coordinator and all faculty members (FT & PT).

Scope of the PEC:

- Evaluates the extent to which the program's aims and objectives are being achieved using instruments and procedures that the Committee considers appropriate.*
- Reviews student assessment practices.*
- Reviews teaching methods.*
- Studies evaluations of faculty and courses by students.*
- Studies data on student enrolment, performance and withdrawal.*
- Studies the adequacy of human and physical resources, for the delivery of the program and makes recommendations*
- Reviews staff development issues in relation to the content and teaching of the courses.*
- Prepares the AMER report.*

Advisory Committee

The main purpose for the creation of the committee is the industry's interconnection with the education sector. It is formed once a year and has the following structure:

- Programme coordinator*
- Representatives from industry (4 persons)*
- Secretary*

The committee meets at the premises Intercollege (Nicosia), in order to offer advice and professional support to the college and specifically in the Culinary Arts curriculum. It is of utmost importance for our school to receive support from all experts in the field of culinary arts in Cyprus. Our goal is to continuously improve our curricula in line with the industry.

Program meetings

The departmental meetings are held at least once every six months or whenever deemed necessary by the teaching staff. Their aim is to have consultation and organization among teachers of matter, task dates, interim examinations etc. Their aim is to have agreement and organizing among the lecturers about dates, assignments, interim examinations etc.

The proposed number for the Diploma in Culinary Arts is 22-24 students per year. This way it will be possible to ensure the same quality of teaching and laboratory exercises to all students.

The two-year Diploma in Culinary Arts, aims to prepare students for admission to the profession as cooks, confectioners, waiters and bakers in the Food and Hotel industry. Students through this program are trained in this sector above and provided with the basic knowledge and skills for their future career. With the correct ratio of theory, demonstration and practice, students acquire the necessary knowledge and skills according to current and modern demands of the catering sectors (Cooking, Pastry, Food and Beverage Service and Bakery). They are also equipped with introductory supervisory and organizational skills for their future professional challenges.

Additionally, the two-year Diploma in Culinary Arts is designed to meet the basic standards of the European Education Reengineering, as reported by the European Commission, Strasbourg 20/11/2012. Specifically the following are mentioned:

"By 2020, you will require a higher skill level for 20% more jobs. Education must upgrade both the standards and levels of performance to meet this demand and to encourage the acquisition of the required transversal skills to ensure that young people are able to demonstrate entrepreneurship and adapt to all and more inevitable changes that occur in the labor market during their careers.

Modern economies that are based on knowledge require individuals to have higher and more relevant skills. Projections indicate that the proportion of jobs in the EU which require tertiary level qualifications will rise from 29% in 2010 to 34% in 2020, while the percentage of jobs with low skills will drop over the same period from 23% to 18%. Transversal skills such as thinking skills critically initiatives, problem solving and teamwork will prepare their citizens for today's careers are varied and unpredictable. "

Strengths

The College has strong links with the industry as well as the professional bodies, well qualified staff with extensive experience in the industry. The college invested heavily on facilities and equipment, improving the learning student experience. They also facilitate the professional development of the students and exposure to the industry. The opportunities provided for the professional development are of paramount importance.

Areas of improvement and recommendations

The structure of the course is well considered, however inclusion of the latest technological developments in the field should be highlighted. The food science elements, nutrition, allergens and food safety should further be emphasized. Response to student voice could be improved with actions and communication to complete the cycle for continuous improvement.

Note what is applicable for each quality indicator/criterion

- 1 or 2: Non-compliant
3 or 4: Non-compliant
5 or 6: Partially compliant
7 or 8: Substantially compliant
9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Quality assurance policy defines competences and procedures for the people involved.	9
1.2	Participation in quality assurance processes is ensured for:	
	1.2.1 the members of the teaching staff	9
	1.2.2 the members of the administrative staff	9
	1.2.3 the students	8
1.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.	9
1.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	9
1.5	The organization of the educational process safeguards the quality implementation of the program's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
	1.5.1 The implementation of a specific academic calendar and its timely publication	7
	1.5.2 The disclosure of the program's curricula to the students, and their implementation by the teaching staff	6
	1.5.3 The course web-pages, updated with the relevant supplementary material	9
	1.5.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	6
	1.5.5 The procedures for the conduct and the format of the examinations and for student assessment	6
	1.5.6 The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process	5

1.6	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	9
1.7	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	9
1.8	The following ensure the achievement of the program's purpose, objectives and the learning outcomes:	
1.8.1	The number of courses	9
1.8.2	The program's content	8
1.8.3	The methods of assessment	7
1.8.4	The teaching material	7
1.8.5	The equipment	10
1.9	The expected learning outcomes of the program are known to the students and to the members of the teaching staff.	9
1.10	The learning process is properly designed to achieve the expected learning outcomes.	8
1.11	It is ensured that learning outcomes may be achieved within the specified timeframe.	8
1.12	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses according to the European practice.	9
1.13	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.	7
1.14	New research results are embodied in the content of the program of study.	7
1.15	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	8
1.16	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	9
1.17	The learning outcomes and the content of the program are consistent.	8
1.18	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.	9

1.19	The higher education qualification awarded to the students, corresponds to the purpose, objectives and the learning outcomes of the program.	9
1.20	The higher education qualification and the program of study, conform to the provisions of their corresponding professional and vocational bodies for the purpose of registration to these bodies.	10
1.21	Program's management with regard to its design, its approval, its monitoring and its review, is in place.	9
1.22	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.	9
1.23	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	10
1.24	Procedures are applied so that the program conforms to the scientific and professional activities of the graduates.	8
1.25	Indicators for the employability of graduates and the employability record of the department's graduates are described in the feasibility study.	10
1.26	The graduation rate for the program of study is analogous to other programs with similar content.	8
1.27	The program of study benefits the society.	10
1.28	Information relating to the program of study are posted publicly and include:	
1.28.1	The provisions regarding unit credits	9
1.28.2	The expected learning outcomes	8
1.28.3	The methodology	6
1.28.4	Course descriptions	9
1.28.5	The program's structure	8
1.28.6	The admission requirements	9
1.28.7	The format and the procedures for student assessment	8
1.28.8	The pass rates	8

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

1.5.1. The academic calendar was presented to the staff, however the student portal did not include this information. Students seemed unaware when questioned during the meeting.

- 1.5.2. The program curricula could be structure with specific learning outcomes as well as the way that the skills and competences develop during the semester.
- 1.5.4. The practical training should be formally assessed during year one, such as in pastry 1 and 2. Specific skills related to the subject should be tested rather than giving the freedom to make their own creations, as at this level the students should develop their fundamental culinary skills.
- 1.5.5. The procedures and conduct of the practical and examination should test fundamental culinary skills and competencies.
- 1.5.6. The students have the opportunity to give their feedback to the staff and challenges faced, however the actions that the College take on their feedback has not been acknowledged or fed back to them.
- 1.8.3. The fundamental culinary skills should be tested in a practical environment. The multiple choice questions could further challenge the students and stretch their knowledge and understanding of the subject. It is recommended to introduce other forms of assessment, such as presentations and assignments.
- 1.8.4. The EEC committee accessed the student portal and could not locate the teaching material. Upon questioning, the faculty reported that the students could buy the material at low cost from the internal bookshop. The teaching material could be shared on the student portal (Moodle). The recommended reading list is outdated and does not match the course document.
- 1.8.5. The new labs and equipment that were presented was state-of-the-art in line with professional and industry standards.
- 1.9. The students appeared unaware that the material was accessible on the College website. The access of the material could be further emphasized at the student induction day.
- 1.10. The learning outcomes (LO) should be revised and summarised. A maximum of five LO should be achieved in any particular module. An emphasis should be made to stipulate an in-depth knowledge of allergens and current food related issues.
- 1.11. See the note above (1.10)
- 1.13-14. The content of the program should include extra information on allergens (discussed above) and acrylamide. The fundamental aspects of food science and processing should also be included at the curriculum.
- 1.16. Prepare adequately for the BSc(Hons) Culinary Arts.
- 1.17. See 1.10.
- 1.20. The faculty staff represent the College at SEKAP and are founders of the professional body. The students also participate in international events such as the Culinary Olympics and World Cup.
- 1.23. The EEC commends their practice regarding Erasmus activities.
- 1.24. See 1.10.
- 1.25. The College has good links with the industry and provides opportunities for employment.
- 1.26. The retention rate is rather low, however processes could be introduced to engage students with their studies. (e.g. initial information, advice and guidance)
- 1.27. See 1.25.
- 1.28.3. The methodology could be further improved as it appears basic and repetitive.
- 1.28.5. see 1.10
- 1.28.7. see 1.8.3.
- 1.28.8. Student retention requires careful monitoring.

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

Findings

The EEC inspected examination student papers and marking. The students with additional educational requirements are provided with additional support in time to complete their assessments. The students are supported in order to improve their digital skills which are imbedded to the curriculum, however specialised programs, such as an electronic food ordering system is not been used, neither a nutritional evaluation software and an application to food labelling system. It seems that theory and practice are interconnected. Practical training is organised via internships (summer time jobs which are all paid) and the restaurant training every fortnight.

Strengths

Student numbers are manageable with sufficient space and equipment to deliver the course. Smaller groups are formed where necessary to improve student experience. The kitchen technology is up-to-date.

Areas of improvement and recommendations

Open and transparent communications with the students should be enhanced as well as the assessment criteria and marking schemes. The library resources should be updated as many books are old editions and more books should be provided for the students

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The number of students in each class allows for constructive teaching and communication.	10
2.2	The number of students in each class compares positively to the current international standards and/or practices.	10
2.3	A policy for regular and effective communication, between the teaching staff and the students, is applied.	7
2.4	The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	7
2.5	Formative assessment and feedback are provided to the students regularly.	8
2.6	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	7
2.7	Educational activities which encourage students' active participation in the learning process, are implemented.	9
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	8
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	6
2.10	It is ensured that teaching and learning have been enlightened by research.	8
2.11	Students, teaching and administrative staff participate in research activities and projects.	8
2.12	Students are trained in the research process.	N/A

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

2.3. The student representative role could be further emphasized to the students and it's importance. The strategies of the policies should be implemented as good practice and communicated with the students.

2.4. see 1.28.3.

2.5. The course offers the opportunity for student feedback, however the communication was not provided

2.6. The information about the assessment is provided, however the criteria regarding the student performance are not clear, neither is the marking criteria of the assignment. The details of the assessment are not presented.

2.8. The newly developed lab uses advanced electronic devices to enhance student experience and learning, however the electronic student platform is underutilised. Learning material should be also provided using the platform.

2.9. The teaching material and books are not up-to-date and do not match what was described in the course documents i.e. dated editions appeared at the library.

2.10. The faculty engages with exposure to media and staff keep up-to-date.

2.11. Participation in competitions could be considered as research activities.

3. Teaching Staff (ESG 1.5)

Standards

- *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 program, and to ensure quality and sustainability of the teaching and learning.*
- *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).*
- *Recognised visiting teaching staff participate in teaching the study program.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings

The following members of Faculty participated in the Program:

Nicholas Orphanides. *Nicholas Orphanides is a lecturer at the College, holding the position of the Coordinator of "Diploma in Culinary Arts" and "BA Culinary Arts Management". He*

holds extensive experience in coordinating and teaching in higher education programs and possesses comprehensive expertise in presentations, lectures and teaching both in academia and the hospitality industry. He is a certified instructor with the “Human Resource Development Cyprus” (HRDA), and has served as a Secretary (BoD member) of the Cyprus Chefs Association for seven consecutive years. He is very well connected with professionals and partners in the hospitality industry in Cyprus and abroad. He frequently attends educational courses in Food and Beverage and training. He participates as an expert in a number of European programs. His research and studies, support the operational skills of employees in the hospitality industry. He has served on steering committees for a number of projects, while he worked on the development of Digital Educational Programs for the Cyprus Ministry of Education. He studied "Hotel Management" in the "Institut Hôteleur Cesar Ritz" in Switzerland, and then he was granted the "BA in Hotel Business Management" from De Montfort University in England. He holds a MBA with specialization in Management from the University of Nicosia.

Panayiotis Theodosiou.

Panayiotis Theodosiou graduated from the Pancyprian Gymnasium, and then was accepted after successful pass of the exams to IXET Cyprus (current HHIC), where he studied Cuisine-Pastry. He worked for thirty years in the Hotel Industry starting from ordinary cook and reached the rank of Executive Chef at five hotels and four star hotels in Cyprus, Europe and Asia. Since 1986 he engaged in teaching Culinary Arts and occasionally collaborated with both HHIC (Higher Hotel Institute Cyprus) and the Human Resource Development Authority (HRDA) to teach regular trainings and business seminars. At the same time he taught with the Ministry of Education in Educational Programs of Cooking- Confectionery and presented for many years cooking shows on television and radio. His passion for spreading his knowledge and skills, encouraged him to further teach Culinary Arts. He upgraded his qualifications, obtained the Higher Diploma in Culinary Arts, and the Master in "Culinary Arts in Higher Education". Since 2010 he works in Nicosia as a lecturer- trainer in INTERCOLLEGE teaching Cooking, Pastry and Bakery.

George Georgiou.

George Georgiou graduated from the Technical School of Larnaca Dianellos as a cook and then after his military service was introduced to Higher Hotel Institute of Cyprus (HHIC) where he graduated with Higher Diploma in Culinary Arts. He continued his studies in UK where he gained the “BA with Honors in Culinary Arts combined with Event Management”. And finally he gained his “Master degree of education in Culinary Arts” from “Middlesex University” in UK. Alongside his studies, he worked in the Hotel Industry for ten years in five and four star Hotels starting from the position of the cook and reaching the rank of “Chef de partie”. As of 2009 he is a culinary arts instructor in higher education. In 2013 he was employed by the INTERCOLLEGE Nicosia as a Lecturer on culinary arts department.

Nikolas Konstantinou

Nikolas Konstantinou graduated from the A' Technical School in Nicosia, from the Hotel Department as a Chef. He then studied at Intercollege, where he graduated with a Distinction in Culinary Arts Diploma. He continued his studies at the University of Nicosia, in the section of Hospitality and Tourism Management. In 2016 he graduated with a Distinction and received his degree in Culinary Arts Management of Intercollege. During the last 15 years he had been working at hotel units in various provinces of Cyprus. He has worked with great success in five-star hotels, reaching up to the level of Sous Chef. From 2016 he has been working as a hotel trainer in tertiary education and specifically at Intercollege Nicosia. He is the author of the Cypriot cooking guidebook "Alpha Gastronomy, creating from tradition". He is an active member of the Cyprus Chefs Association and from 2012 to 2016 a member of the National Cooking Group of Cyprus with many distinctions in Cyprus and Europe (Cooking Olympics, Cooking World Cup, etc.). In 2017 he was appointed by the CCA as the Senior Manager of the Cyprus National Teams of Cooking.

Maria Theodorou

Maria Theodorou holds a degree in English Language and Literature from the Aristotle University of Thessaloniki and a Master's degree in Applied Linguistics from the University of Wales, Cardiff. She has a 17-year experience as an English teacher in secondary education and 15 years of experience in higher (tertiary) education. Since 2001, she has been working at Intercollege in Nicosia and the last seven years she's been intrigued in the vocational programs of the College.

She also has experience in European programs related to English and has just finished, apart from the duties of the College, working on the European project called CLIL4U which aimed to promote different courses (content subjects) through English. The project started in January 2014 and was completed in June 2016. Now she is involved in another project called Safety4el that deals with the safety for electricians.

Constantinos Adamides

Constantinos Adamides holds a Certificate and a BSc in Computer Science.

Yiannis Kouis

Mr. Yiannis Kouis holds a Bachelor of Science Degree in Hotel Restaurant and Tourism Administration from the University of New Orleans, U.S.A. and a Master's Degree in Hotel Administration from Cornell University in New York, U.S.A. He worked in the industry both in America and in Cyprus, holding managerial positions in hotel operations and restaurants. From 1993 to 2006 he was the Department Head of the Hospitality and Tourism Program at Intercollege and from 2006 to 2009 he taught at Hotel Technical Schools (public). From 2009 to 2013 he held the position of the Director of Administration of the Cyprus Tourism Organization, where he also served on the Board of Directors from 2003 to 2008. As from 2014, he is back at Intercollege as a lecturer in the Culinary Arts Management Program.

Lappa Fotini

Fotini Lappa is a Dietitian/Nutritionist specializing in Sports Nutrition. She has obtained her Bachelor degree in Nutrition from the University of Surrey (UK). She also holds a Master's of Science (Medical Science) in Human Nutrition with an emphasis in Sports Nutrition from the University of Glasgow (UK). She has worked as a clinical dietitian at 'Ygeia Hospital' Athens-Greece from 2003 to 2005. She is currently (since 2010) a lecturer in Nutrition and Food Science in the Culinary Arts and Hospitality Management Department of Intercollege and the University of Nicosia. Some of the courses taught at Intercollege are: Food Science and Nutrition, Antioxidants and Functional Foods, Nutrition in Diseases. In addition, she has her own private practice counseling predominantly athletes, patients with obesity issues, diabetes (type II) and cardiovascular problems.

Christos Ioannou

Mr Christos Ioannou holds BA (Hons) in International Accounting and Master in Business Administration (Finance). Furthermore, he holds the professional qualifications of Certified Management Accountant, Chartered Manager and Certified Financial Consultant. He is the local representative of the Institute of Certified Management Accountants of Australia and Instructor of Academy of Finance and Management Australia. He has an extensive working experience in the field of Business & Management as a Financial Manager the last 22 years, working in local large diversified corporations. During his career he trained hundreds' of entrepreneurs and managers via master class seminars organized by Cyprus Chamber of Commerce and Industry. He is a lecturer in Accountancy at the University of Nicosia and Intercollege Nicosia and furthermore he is a Doctorate (DBA) candidate at the same University.

Strengths

The College has a sufficient number of staff that are well qualified with backgrounds that cover the current needs of the program. The staff engage with industry and social media, they are policy influencers.

Areas of improvement and recommendations

Need attention to the part time members of staff as the reliance to the progress of the provision is vital. The College could plan the succession of staff and prepare the less experienced staff to future-proof the provision and ensure the same quality of teaching and learning.

Note what is applicable for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3 or 4: Non-compliant
- 5 or 6: Partially compliant
- 7 or 8: Substantially compliant
- 9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.	9
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:	
	3.2.1 Subject specialization, preferably with a doctorate, in the discipline	8
	3.2.2 Publications within the discipline	8
3.3	The program attracts visiting professors of recognized academic standing.	8
3.4	The specializations of visiting professors adequately support the program of study.	9
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	9
3.6	In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff.	8
3.7	In the program of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the program of study.	8
3.8	The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality.	9
3.9	The teaching load allows the conduct of research and contribution to society.	9
3.10	Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span.	10
3.11	The program's coordinator has the qualifications and experience to coordinate the program of study.	10
3.12	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	N/A
3.13	The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies.	8
3.14	Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory.	8

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

3.1. There are four faculty members of staff and five members that are employed on a part-time basis. Culinary staff are employed full time where as the rest of the staff are part-time. The ratio is approximately 55:45 (PT:FT), according to the submission document. The part time staff are highly specialist in their fields.

3.2.1. Staff qualifications are well above the diploma, most of the staff have a Master's degree.

3.3. The College engage with professionals from the industry.

3.6. The education level of the specialist staff is very high, however most of the staff are not working full time at the College.

3.7 see 3.6

3.9. The EEC commends the engagement with the type 2 diabetes society.

3.13. Electronic resources could be used for the students and make a full use of the student digital platform.

3.14. The processes and feedback with regard to the evaluation of the teaching work could be made more transparent to the students.

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report and on findings from the onsite visit.

Normal Academic Admission / First Year

Normal admission to this program requires a recognized secondary school leaving certificate with a grade of 7.5 out of 10 or 15 out of 20. Furthermore, satisfactory command of the English language is required (GCSE or IGCSE level "O" in English with minimum score of "C", Computer Based TOEFL 173 -212, IELTS 6.5, or English Placement Test of Intercollege).

Transfer Students

Students may enter the program with Normal Academic Admissions or with:

- *Transfer by submitting an application for evaluation of credits to the Academic Affairs Department, together with all supporting documents (i.e. official transcript, course descriptions, college catalogs, etc.).*

The official credit rating report can be completed before the transfer, provided that the student submits all required documents. Students with transfer credits are required to complete at least 60 ECTS for the Diploma of Intercollege.

The student affairs office provides appropriate mechanisms to support students regarding the following matters:

- *Preparation and assistance on the preparation of professional CV and cover letter.*
- *Assistance in finding internship opportunities, where this is required under the curriculum of the course.*
- *Alumni support through communication, and assistance in respect for any labor issues and employment advice.*
- *Counseling, where consultants and psychologists provide support and offer advice and expertise to students who need help, guidance and support they need to cope with difficulties.*
- *Continuous renewal of corporate database outside of Intercollege, where there is demand for labor. Access to the database have all students through the portal of the College.*
- *Conducting various seminars and / or events aimed at increasing employment probabilities (Professional Presentation Workshop).*
- *Provide academic and practical support to the College students through the process of support teaching, where an older student or even a graduate, helps younger students in courses where difficulties or shortcomings encountered.*
- *Annual profession fair. An important opportunity for students / graduates to meet potential employers of the industry that interests them and to broaden their horizons employment.*
- *The need of the students / graduates to express the concerns, experiences and knowledge is transferred to the Office of Student Affairs, where they were given the chance to publish the online magazine ICNews.*

- *In addition, the Student Affairs Office is engaged in continuous improvement of the Alumni Association, which is the link between alumni and current students, and a crosslinking to the job market.*

Strengths

Entry criteria requirements are clear and the support mechanisms for the students that cannot reach the criteria are also clear. The student support for the Erasmus mobility programs is excellent providing many opportunities.

Areas of improvement and recommendations

The evaluation mechanism should be made transparent with a clear cycle that the students understand. The improvements that are made following the evaluation could be highlighted and communicated to the students. A standardised system could be used in order to monitor student performance and lecturers could follow the same system.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements of the program of study, are based on specific regulations and suitable criteria.	8
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards.	N/A
4.3	The program's evaluation mechanism, by the students, is effective.	8
4.4	Students participation in exchange programs is compared favorably to similar programs across Europe.	9
4.5	There is a student welfare service that supports students with regards to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Control mechanisms for student performance are effective.	7
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	9

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

4.3. The students are able to contribute to the evaluation process, however the dissemination of the information/findings is not provided or acted upon in response to the students' participation.

4.4. Students are visiting other courses within Europe.

4.6. Students seem unaware of the processes.

4.7. The documentation was not presented to the EEC.

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study program.*
* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the program of study.*

Findings

INFRASTRUCTURE

Kitchen Organization:

- *14 Work-stations, with each providing one single sink unit (including drainer), one work-bench, one gas oven, one x four burners, shelves and racks for utensil storage.*
- *Two walk-in refrigerators (18 cubic m) and (14 cubic m)*
- *Entremetier (5m x 6m); two hot lines including a salamander unit, open flame top and flat-top ranges; an expediting area with a bain-marie.*
- *The Garde-Manger area (3m x 5m); meat-slicer – gravity with 300mm knife, offering a large stainless-steel table and work area.*
- *Bar service; offering speed racks and low-boy refrigerator for service and storage.*

- Butchery (4m x 2m) specially set-out to include an electric meat saw and chopping block.
- Saucier area (5m x 2m); featuring a 90 litre boiling pan and tilting bratt pan.
- Pastry area (8m x 5m); utilizing a convention oven and electric planetary mixer with 60 quart capacity.
- Dish washing area (5m x 5m; equipped with break-down stations and commercial type dish washing machine.
- Pantry (1m x 7m); including ice making machine and coffee machine for use of waiting staff.

Kitchen Equipment:

Kitchen Utensils:

Copernicus Amphitheater Lab:

- Fully equipped work station
- Convection-combi oven
- Griller
- Ben-marie
- Electric stoves
- Counter fridge
- Deep freezer
- Hand wash basin
- Sink
- Audio visual equipment: camera, LCD projector, computer system (power-point presentations), wide screen, TV sets (2), speaker system, video.

The equipment and utensils cover the training needs for 20 stations.

Kitchen lab:

- Pans
- Kitchen tongs
- Heat resistant rubber spatulas
- Color and white coated polyurethane chopping boards

Pastry:

- Pitchers
- Scrapers
- Molds
- Wooden ladles
- Round forms
- Silicon pads
- Cornets
- Cutters

Kitchen and Pastry

- Plastic containers and lids
- Molds for cakes/tarts
- Knives and forks
- Scales
- Working table s/s

- Different s/s pots
Restaurant
- Hi ball glasses
- Red and white wine glasses
- Special wine glasses for wine tasting
- Food platters and dishes for buffet presentation.
- Soap dispenses and hand dry facilities

Computer Lab: RTA2
PC's complete with Microsoft Office suite
LCD Video Projector
CISCO NETWORK INSTALLATION

Strengths

The facilities and equipment are up to date and innovative. The group is well resourced financially, which supports the welfare of the students. The future plans of the College are also ambitious and in line with current governments' projections in accordance to the number of tourists and targets.

Areas of improvement and recommendations

The student electronic platform should be used to provide transparency to the curriculum, marking criteria as well as giving the feedback to the students to support their progression. The assignment feedback should be developmental, methodical and clear. The library facility is modern but much of the stock needs up-dating.

Note what is applicable for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3 or 4: Non-compliant
- 5 or 6: Partially compliant
- 7 or 8: Substantially compliant
- 9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources, are available to the students, including the following:	
	5.1.1 facilities	10
	5.1.2 library	7
	5.1.3 infrastructure	10
	5.1.4 student welfare	9
	5.1.5 academic mentoring	9
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	9
5.3	Suitable books and reputable journals support the program of study.	7
5.4	An internal communication platform supports the program of study.	4
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.	9
5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	8
5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	6

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

5.1.2. Books are out of date.

5.3. See 5.1.2.

5.4. The student platform was underused. Students were only able to access their marks using the platform, whereas all the learning material (lecture notes) was only available at the internal bookshop. Students reported that they have to pay (for digital access) to be able to see their marks.

5.7. See 5.1.2.

6. Additional for distance learning programs (ALL ESG)

Standards

- **The distance learning methodology is appropriate for the particular program of study.**
- *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.*
- *Feedback processes for students in relation to written assignments are set.*
- *Specific plan is developed to ensure student interaction with each other, with the teaching staff, and the study material.*
- *Teacher training programs focusing on interaction and the specificities of distance learning are offered.*
- *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, guidance are set.*
- *A study guide for each course, fully aligned with distance learning 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 program, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, 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*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	N/A
6.2	The institution safeguards the interaction between students, students and teaching staff, students and study guides/material of study.	N/A
6.3	The process and the conditions for the recruitment of teaching staff, ensure that candidates have the necessary skills and experience for distance learning education.	N/A
6.4	Training, guidance and support are provided to the teaching staff, through appropriate procedures.	N/A
6.5	Student performance monitoring mechanisms are satisfactory.	N/A
6.6	Adequate mentoring by the teaching staff, is provided to students, through established procedures.	N/A
6.7	The unimpeded distance learning communication between the teaching staff and the students, is ensured.	N/A
6.8	Assessment consistency is ensured.	N/A
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	N/A
6.10	The program of study has the appropriate and adequate infrastructure for the support of distance learning.	N/A
6.11	The supporting infrastructures are easily accessible.	N/A
6.12	Students are informed and trained with regards to the available educational infrastructure.	N/A
6.13	Procedures for systematic control and improvement of the supportive services are set.	N/A

6.14	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	N/A
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	N/A
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	N/A

These quality indicators/ criteria are not applicable to the Program.

7. Additional for doctoral programs (ALL ESG)

Standards

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

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
7.2	The structure and the content of a doctoral program of study ensure the quality provision of doctoral studies.	N/A
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A
7.4	The number of doctoral students, under the supervision of a member of the teaching staff enables continuous and effective feedback provided to the students and it complies with the European and international standards.	N/A
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the program.	N/A
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the program of study.	N/A
7.7	The quality of the doctoral theses of the program in this field is in line with international standards.	N/A
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	N/A

7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	N/A
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	N/A
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	N/A
7.13	There is a clear policy on authorship and intellectual property.	N/A
These quality indicators/ criteria are not applicable to the Program.		

8. Additional for joint programs (ALL ESG)

Standards

- *The joint program is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint program is offered jointly, involving all cooperating universities in the design, delivery and further development of the program.*
- *The terms and conditions of the joint program are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the program*
 - *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 exists*
- *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 program.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study program promotes the fulfilment of the mission and achievement of the goals of the partner universities.	N/A
8.2	The joint study program has been developed by all the partner universities, which are also involved in its further development.	N/A
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	N/A
8.4	The joint study program conforms to the requirements and directions of national and international legislation.	N/A
8.5	The joint study program is based on the needs of the target group and the labor market.	N/A
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	N/A
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study program, which ensures the protection of the rights of students and teaching staff.	N/A
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	N/A
8.9	The partner universities ensure the economic sustainability of the joint study program.	N/A

These quality indicators/ criteria are not applicable to the Program.

Conclusions and final remarks

The College has strong links with the industry and professional bodies, especially as the faculty is very active engaging successfully with international competitions and professional associations.

The EEC committee would like to commend the College on the following points

- Student success stories
- Equipment and facilities
- Investment and support for the department
- The careers fair, industry links/partnerships and association with industry bodies
- Staff experience and profile {e.g. TV demonstrations, co-ordinating the Culinary Competition Team on behalf of Cyprus}
- Overseas opportunities – competitions and Erasmus
- Ambitions for future development

The EEC committee would like to suggest areas of improvement:

- Communicating the student voice to improve transparency
- Effective development and use of digital technology (i.e. the student platform)
- Shorter timeframes/periods for the delivery of theory lessons
- Improved clarity and variety of assessment
- Specified assessment of fundamental practical skills.
- Update library resources (lack of stock and currency)
- Balancing the curriculum (theory and practice).

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Eleftherios Drosinos	
Amalia Tsiami	
Neil Rippington	
Dimitris Zinonos	

Date: