Doc. 300.1.1

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  BA Culinary Arts Management

- **Town: Nicosia**

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

- **Department/ Sector:** Department/Sector

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

  In Greek:

  Programme Name

  In English:

  Programme Name

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A. Introduction

On the behalf of the Cyprus Agency of the Quality Assurance and Accreditation in Higher Education, we the panel of the External Evaluation Committee (EEC) met on Thursday 1 June 2024 to evaluate the BA Culinary Arts Management (4yrs, 240 ECTs, bachelor's degree) provided by INTERCOLLEGE.

The agenda was followed, and we met at the premises of the INTERCOLLEGE.

The EEC met the Head of the Institution and the members of the internal committee. The EEC met with

- Chris Constantinou, Deputy Executive Director

- Kyriacos Patsalides Director of Academic Affairs / Chair of the Quality Assurance Committee

- Nicholas Orphanides Culinary Arts Programme Coordinator

The Deputy Director introduced the INTERCOLLEGE premises and strategic directions of all the departments within the college as well as the activities in terms of outreach and Erasmus visits and exchange projects.

The Programme Coordinator presented the programme aim and objectives, Learning Outcomes (LO) as well as the course syllabus, SWOT analysis, the links to the hospitality industry and services to the students.

The Programme Coordinator highlighted the success of students in participating in competitions and the opportunities for career paths and professional development.

The next stage of the meeting was with the Quality Assurance Committee, with the following participants
- Nicholas Orphanides, Culinary Arts Programme Coordinator
- Chris Constantinou, Deputy Executive Director

- Kyriacos Patsalides, Director of Academic Affairs / Chair of the Quality Assurance Committee

- Sotia Paphiti, Internal Auditor of Quality Assurance Committee
- Christina Hadjicosti, Member of Quality Assurance Committee
- Georgia Koula, Academic Affairs Officer

The EEC discussed the processes related to the quality assurance committees, reporting and disseminating the information related to students' progression, satisfaction, peer review of academic staff, students' key performance indicators, student satisfaction on learning resources and support available as well as the admission process and pathways to acceptance. The members of staff introduced also activities that take place in order to welcome students and induction week processes to familiarise students with the code of conduct, processes and support that they could have if they have financial challenges and for those with outstanding performance.

The EEC had a meeting with members of the staff, the following academics were present:

- Nicholas Orphanides Programme Coordinator and lecturer
- Panayiotis Theodosiou Culinary Arts lecturer
- Maria Charitou Culinary Arts lecturer
- Christos Temerea Culinary Arts lecturer
- Chrysa Papaioannou English Language lecturer
- Fani Papamichael Human Resources lecturer
- Panayiota Argyrou Statistics lecturer

- Fotini Lappa Nutrition and Diet lecturer
- Angelos Iacovides Marketing lecturer
- Dr Marios Stylianou, Coordinator of the Aesthetics Study Programme, teaching chemistry
- Andreas Koureas, Management and Economics

Al members of the faculty introduced their responsibilities and activities, either in research or professional activities i.e. guiding students to competitions, to other universities through the Erasmus programmes, tutorial classes, networking activities

The EEC met with the following members of staff
- Georgia Koula, Academic Affairs Officer
- Sotia Paphiti, Senior Administration Officer
- Vassiliki Basdani, Senior Admissions Officer
- Fani Papamichael, Erasmus Coordinator

The discussion was related to the student admissions criteria, recognition and certification, learning resources and student support mechanisms, point of contact related to confidentiality, access to mental health support and processes that could handle student complain related to staff or resources.

The Erasmus Coordinator shared experiences related to visits abroad and future planet visits, claiming that they used all possible resources from the funding, improving the professional development of staff as well as to enhance the student experience.

The EEC have seen the facilities, which were current at high standard quality.

The EEC met two students who completed their first year of study and discussed their experiences during their studies

The EEC summarised their main observations from the day to the Deputy Director, Director of Academic Affairs and Programme Coordinator.

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B. External Evaluation Committee (EEC)

Name	Position	University
Amalia Tsiami	Associate Professor	University of West London
Evangelia (Lia) Marinakou	Principal Lecturer	Bournemouth University
Michael Gillies	Lecturer and Course Director	Ulster University
Barbara Georgiou	Student	Technological University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
    - *(a) sub-areas*
    - *(b) standards which are relevant to the European Standards and Guidelines (ESG)*
    - *(c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *__The report may also address other issues which the EEC finds relevant.__*

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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 considers 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.*

Findings

1.1 Policy for quality assurance

Based on the application documentation, and the on-site visit, extensive discussions with the members of staff and students and administrators the programme of Culinary Arts meets the needs of the industry and the high demand of the profession in Cyprus and the tourism industry. The programme of BA Culinary Arts Management aim to receive scientific knowledge and develop skills to work on food sector, at pastry, F&B service as managers. Managerial skills are developed in contemporary manner to prepare the students for careers at food and hotel businesses.

The LO of the programme are categorised in three distinctive areas of knowledge, skills and competences:

Knowledge

- Advanced Knowledge of Culinary Techniques: Demonstrate a comprehensive understanding of both fundamental and advanced culinary techniques, including the principles of food safety and sanitation.
- Business and Financial Acumen: Possess in-depth knowledge of financial management, including budgeting, cost control, and financial statement analysis specific to the culinary industry.
- Marketing and Consumer Behavior: Understand advanced marketing strategies and consumer behavior theories applicable to the culinary and hospitality sectors.

Skills

- Culinary Skills: Apply advanced culinary techniques to create and present a variety of cuisines, including international and regional dishes.
- Management and Leadership: Develop and implement effective management and leadership strategies, including human resource management, team building, and conflict resolution.
- Business Planning: Develop and execute comprehensive business plans for culinary enterprises, incorporating financial, marketing, and operational strategies.
- Sustainability Practices: Implement sustainable sourcing and waste management practices in culinary operations, promoting environmental responsibility.

Competences

- Autonomy and Responsibility: Operate independently and take responsibility for managing culinary projects and teams, ensuring adherence to industry standards and ethical practices.
- Learning and Development: Engage in continuous professional development, staying current with industry trends and innovations, and applying new knowledge to improve culinary practices.
- Communication and Professionalism: Exhibit high levels of professionalism and effective communication skills, both written and oral, in all aspects of culinary and business practices.
- Cultural and Global Awareness: Demonstrate an understanding of the cultural significance of various cuisines and the ability to work effectively in diverse and multicultural environments.

These learning outcomes are designed to ensure that graduates of the Culinary Arts Management programme possess the knowledge, skills, and competences required to excel in the culinary and hospitality industries, in alignment with the EQF Level 6 standards.

1.2 Policy for quality assurance

During the discussion with the members of the programme management the EEC observed that the quality assurance of this programme follows the processes and procedures required to ensure currency and transparency of the programme.

The Quality Assurance Committee consists of the following, at a minimum:
• Director of Academic Affairs or other appoints representative
• At least three (3) faculty members
• At least one (1) Quality Assurance Officer
• One (1) Administrative representative
• One (1) student elected representative

Program Review Committee (PRC)
Formed once per semester and carry the following structure:
• Director of Academic Affairs (Chair)
• Programme Coordinator
• Internal Quality Assurance Auditor (IQAA)
• Faculty members
• Student representatives (1-2 of each year)
• Clerk
• Additional Academic Affairs Officer may participate

There is an **annual monitoring evaluation report** where the programme coordinator reflects on the changes that would improve the provision for the next academic year

The **Programme evaluation committee** that meets once a semester after the exam period and works to review students assessment practices, student progression and resources.

The INTERCOLLEGE applied **a peer review activity** supporting members of staff and ensure quality.

The advisory committee to connect with the industry networking and support education.

The **academic affairs office** is committed to maintain a comprehensive guidance and advice to students

1.3 Design, approval, on-going monitoring and review

The design of the programme and subjects suggested fits the needs of knowledge, skills and competencies required for the high skilled and competitive graduates. Courses have three main themes, knowledge, skills and competencies within the management within the hospitality and food industry as well as the culinary skills and science knowledge.

The overall programme objectives reflect the Learning Outcomes of the programme. The wording has been reflected to level 5 using the Blooms Taxonomy LO
Intended learning outcomes | Staff | Imperial College London

The programme overall reflects the learning outcomes expected at this level. The content of the courses could be further developed and contextualised as in some cases is rather generic such as the Professional & Business Communication examples could be brought to fit hospitality and food.

The INTERCOLLEGE demonstrated that has links with industrial partners and hotels/restaurants such as Cyprus Hotel Association, Elle&Vire, ION, WSET, to name a few. The college also enhances and refreshes the curriculum in relation to industry needs as part of the collaboration with the industry is to give advice on current skills and competences needed. The EEC inspected a few courses on moodle that the students receive and the weekly programme at moodle which is use as their platform of communication.

The main element of evaluation is the exams, however where appropriate culinary knowledge are tested. Moreover students are assessed on the practical element. It was noted that the students perform a variety of technical skills, in order to elevate those skills and knowledge the science should be used and it appears that is missing in some cases. To overcome this element a reflective short assignment could be included, related to the experience of the assignment and bring the science as a problem solve approach.

The culinary arts students occasionally may find the science somewhat challenging, those principles could be included and contextualised at their assignments related to the reflective exercise, and relate the ingredients used in 'success' of the product relating to the chemistry and functionality of ingredients.

1.4 Public information

The EEC has seen the relevant programme and each course information is published at the website. The course description is in English, the alumni also reflecting on experiences and projection of professional development.

The courses are also displayed has been delivered in each semester. It would be interesting to see a mini summary of each course. Currently the course title and semester allocation is presented in Greek.

More specifically the following are published.
- *selection criteria*
- *learning outcomes*
- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

1.5 Information management

All the information related to the effective management of the programme of the study was satisfactory. Students and staff are given the opportunity to get involved in providing and analysing information and planning activities.

Strengths
- The INTERCOLLEGE has links with the industry and offer further development to their students and graduates
- The students are given opportunities to engage with industrial visits, participation to Erasmus programmes, enhancing learning and experiences.
- Academic staff provides pastoral and academic support to students
- The communication with the students is based on electronic platform and learning material and resources are used

Areas of improvement and recommendations
- More members of staff could engage with research activities, it is only two members that are currently working on. Incentives should be provided such as paid time to be allocated or incentives upon publications
- Resit exams could be scheduled outside the Internship period

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

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

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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

3. *Practical and theoretical studies are interconnected.*
4. *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

5. *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

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6. *Assessment is appropriate, transparent, objective and supports the development of the learner.*
7. *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
8. *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.*
9. *Assessment, where possible, is carried out by more than one examiner.*
10. *A formal procedure for student appeals is in place.*
11. *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
12. *The regulations for assessment take into account mitigating circumstances.*

Findings

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

The programme under evaluation leads to a BA in Culinary Arts Management, level 6, 240 ECTS. The EEC noted that the process of teaching and learning is student-centred. This approach was the main focus of the curriculum design and the delivery of the course. It is a course that has been offered for a few years hence relevant issues, challenges and opportunities in its delivery are well identified and considered by the team. Students are supported both academically and personally to complete their studies and accomplish their goals. A lot of attention is placed on the practical element of the programme especially during the first two years of study, but then the progression is evident in the courses on further skills and competencies development. This is managed by offering practical classes with the support of excellent facilities. There are also considerations of students' needs and skills they need to pursue a career in hospitality and culinary arts, hence they are offered other courses in addition to the program i.e. WSET certification. There is also additional support when students have inquiries about a course or content, which may be discussed during class or further during office hours, where an open-door policy applies. Various events are also organized to engage students with the curriculum and demonstrate their creativity i.e. by baking and decorating their own cake. Moreover, students engage with teaching and learning as for example they work on a case study, and they present in class their views to initiate discussions. Students are provided with feedback and support from their lecturer. There is also additional support when students have inquiries about a course or content, which may be discussed during class or further during office hours, where an open-door policy applies. There is also consideration for students with learning difficulties or other issues i.e. financial difficulties. Support is also provided for any students who have resits with additional notes on Moodle and discussion with the lecturer. Study skills are offered during the induction week.

Different modes of delivery are available, such as field trips, guest lectures, group work, presentations, and demonstrations that cover the learning outcomes of courses and/or the programme learning outcomes. Moodle is used for uploading the course outline, teaching material, and other information for students. The team showed the EEC an example from Introduction to Hospitality and Tourism IMGT-130 course where the committee confirmed that the VLE is used appropriately. Assessment outlines and briefs were provided as well.

The EEC were informed that practical classes, as well as guest speakers presentations are video recorded in order to send them to students for further reference, or to be able to see them at their own pace.

The programme is managed by the Programme coordinator. He is also a member of the teaching team which gives him good appreciation of students' needs. He is the first point of contact for students after the course leader. There is a course evaluation process at the end of the semester for each course. The survey is done online and the results and reports go to the QA office. These reports are assessed by the QA team and then the programme coordinator is informed as the results and findings are discussed with the member of staff and if necessary actions are taken. Such actions and comments are also discussed at the Programme Committee meetings where a student representative of each year of study participates. No meeting takes place if there is not at least one student attending. There are also academic advisors to support students. Student representatives disseminate any issues the students may have to the programme coordinator and they give feedback to the team on decisions or actions that are taken. Any student issues are also addressed by the academic affairs department.

2.2 Practical training

Practical training is done in 2 ways. Firstly, there are a number of courses that include a practical element which usually takes place in the facilities i.e. kitchen, bakery, restaurant management etc. The relevant theoretical knowledge is covered in one course and then the practical in another in the same semester. Students perform certain tasks, they have a variety of responsibilities which are described in the course outline, and in cases there are instructions in the rooms of the expectations from students. The EEC suggested a new process and recommended developing or integrating such instructions in the course outline to ensure all students are aware of the expectations. Such activities should be recorded so that students can go back and study the theory, and in cases they form part of the assessment for example for Food Studies students are required to design a menu, set up the table and report on what they have done, and they get feedback from the lecturer, a reflective summary could have been provided and include the scientific approach.

Secondly, the curriculum also includes two internships. These are offered in the summer between 1st June and 21st September between year 1 and year 2 and then between year 2 and year 3 summer period. This is a 16 weeks job, 2 ECTS and paid. Students participate in a careers fair, which is organized at the college, and they come in touch with the industry via guest speakers. When a position is available then the student expresses interest and the process starts where a contract is signed by the student, the programme coordinator and the employer. This stipulates the areas and activities that the student should engage with. Each month the coordinator visits the establishments and monitors the process, discusses with students, their line managers and ensures all run smoothly. In case of any issues raised, he will interfere and will take action depending on the case i.e. may move the student to another business. A log is completed by each student on a weekly basis, this is signed by all three and at the end it forms part of closing the internship process. The EEC suggested that the hours could be shown in the syllabus and to consider increasing the ECTS to reflect the effort student's place. The EEC also advised the team to be flexible with the resit exam period to allow students to take time to study and prepare for the resit which was well accepted by the college.

2.3 Student assessment

The assessment policy is available in the application form. Assessment strategy is shown in each course syllabus, which is reflected in the course outline, where more details are provided. Further information is provided with assignment briefs. The assessment includes final exam, mid-term exam (an example of mid-term from Introduction to Hospitality and Tourism IMGT-130 was shared with the EEC), presentations, demonstrations, case study analysis among others. There is a policy on plagiarism detection which is clearly stated with relevant processes in place. There are also clear guidelines for students on how to avoid plagiarism. Formative assessment is also used where feedback is provided to students on their progress. Assessments allow students to achieve the course LOs and feedback is provided. If they

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have further questions they can discuss these with the course leader. The EEC shared good practices with the team, including marking criteria and an assessment matrix. In general, there is a formal procedure for student appeals and all regulations take into account any mitigating circumstances or students' special needs.

Support is offered to teaching staff on preparing their assessment, with peer observation, and discussion with the programme coordinator on top of any other training.

Strengths

- Support to students in both academic and personal issues
- There is a VLE used to support students' learning (Moodle)
- Recordings of practical classes and guest lectures are available
- Participation at events and activities outside the classes to engage with the programme, the industry and the society
- Practical training
- Internship
- Well-designed assessment
- Study skills provided

Areas of improvement and recommendations

- The college could enhance the quality of the syllabi by adding where available more recent bibliography
- In order to apply further fairness and consistency the college may add marking criteria in the assignment briefs.
- The team may also consider adding some of the instructions and/or expectations from practicals in the course outline and include reflective summaries to enhance the food science as the theoretical background

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2.1	centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

- *Institution ensures 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 suitable to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality, consistency and sustainability of the teaching and learning.*
- *The teaching staff are regularly engaged in professional and teaching-skills training and development which is promoted by the institution. Examples include seminars and conferences.*
- *Promotion of the teaching staff considers 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. This was evident during the visit within both the theory and the practical environment.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Industry experts are utilised within the delivery of the programme which adds a positive outcome for the learning experience.*
- *Staff are encouraged to mentor students to competition level allowing exposure to international standards and sharing of best practice.*
- *The multiple awards within Culinary Arts is a testament to the high level of training taking place.*

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

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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 area.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

Findings

3.1. Teaching staff recruitment and development.

The College has a robust Policy for Recruitment of Teaching Staff which includes details about diversity and elements needed in the job pack for example. This is reflected in the diverse and well qualified teaching staff.

There is detailed information on the grades, the requirements and on the promotion elements as part of the human resources management policy.

For development of teaching staff, the College supports with organising staff development workshops, staff mobility through Erasmus+ collaborations in areas such as Switzerland and Poland. Further international dimensions of the course include affiliations with organisations to promote skills development mobility and innovation within the staff and student body.

3.2. Teaching staff number and status

The college employs 13 teaching staff out of which 2 are Ph.D holders, 10 Master's degree holders and 1 undergraduate degree holder according to documentation presented to the EEC.

The EEC were advised that the institution encourages staff to enrol into further programmes for CPD and are given discounts where appropriate.

3.3. Synergies between research and teaching

The College is supportive of research projects undertaken collaboratively with students, and with companies and institutions with which the College collaborates. This approach is evident within the document and during the visit. Examples include Value and Future project funded by Erasmus+ featuring collaboration with Greece, Germany, Lithuania, Spain and Germany.

Furthermore, the D-tasing project comprised of an international network of partners across Europe.

There are clear research activities taking place across the department featuring experts in culinary innovation, food science and nutrition, gastronomy and food culture, sustainability and food systems and hospitality and entrepreneurship.

These synergies have shown benefits in several ways such as Enhanced curriculum, experiential learning, professional development and fostering a culture of enquiry.

Strengths
- The College is well organised, teaching staff have a clear vision and mission.
- The nature of team collaboration is evident.
- The College is currently involved in local community and outreach events such as working with local schools to promote the industry as a career option.
- Staff have excellent industry connections offering valuable networking opportunities, internships and collaboration.
- The staff are suitably qualified with a range of subject areas to support the courses offered.

Areas of improvement and recommendations
- Encourage staff to pursue PhD opportunities and develop further research.

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

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

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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

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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.*

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Findings

4.1 Student admission, processes and criteria

All information on student admission, processes and criteria is provided in the application form. These comply with the requirements of the Ministry of Education. Minimum admission requirements are available in the application form and online. The EEC has checked, and they fit the purpose and the level of study. The criteria for admission to this specific programme is available on the College website. There is clear reference to the previous studies and content, students must have completed to be able to apply to this programme. Admissions processes and criteria are in place and implemented consistently. The EEC have been notified that all material published on their website will be in English if validation is granted. The respective document was shared with the EEC where all courses were included, with separate course codes provided for the English version.

4.2 Student progression

All regulations on student progression are in accordance with the requirements of the Ministry of Education and comply with quality assurance. The policy is clear and stated in quality assurance processes on transfer of credit, the criteria. When there is a request for transfer of credit the programme coordinator will evaluate the documentation and will make a proposal. Student progression from year to year is clearly included in the policy. Students may carry over one course and study 6 + 1 in a semester.

All students' performance is monitored by the Registrar. She also runs sample assessments to check how students are dealing with their studies, how they are performing and identify any students at risk. They also monitor the progress of students who entered with low qualifications to ensure they have no challenges in their studies.

4.3 Student recognition

All criteria and policies were provided in the documentation. There is also relevant information on the college website.

4.4 Student certification

All policies and regulations in terms of student certification are in place. There is clear evidence of terms for passing the course, for evaluation and confirmation of marks. There is also clear information on the transfer of credit and what counts towards the final mark. The requirements for graduation are also provided. All this information is also available in the programme handbook which students receive and is available on Moodle. Transcripts are also provided with details on the courses studied, marks awarded etc.

Strengths
- Clear policy is available
- Criteria for admissions fit the purpose, level of study, and are like that of other international institutions.
- Consistent processes maintained throughout programme.

Areas of improvement and recommendations
- Once validation is granted all materials on the website should be in English.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support *(ESG 1.6)*

> **Sub-areas**
> **5.1 Teaching and Learning resources**
> **5.2 Physical resources**
> **5.3 Human support resources**
> **5.4 Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are considered 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 considered when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

5.1 Teaching and Learning resources

Teaching and learning resources are appropriate for the programme. Moodle is used as VLE. All teaching staff use Moodle to upload course outlines, course material, assignment briefs as well. An example was shared with the EEC of Introduction to Hospitality and Tourism IMGT-130, where the members confirmed that all relevant information is available to students. This was also confirmed by the students who actually accessed the system to show us their marks. Communication is done via email, Moodle, and whatsapp groups. Students may also communicate via telephone by calling the college and talking to the person who may assist them depending on the issue.

The library is well equipped, and students have access to the library at the University of Nicosia not only on hard copies but also e-resources like EBSCO.

All resources are fit for purpose*.*

5.2. Physical resources

The college has extensive facilities within practical the kitchen environment. The main kitchen has all the requirements to deliver a programme at this level and give students a real-life working environment to enable them to have the skills to enter employment.

The college also has a pastry kitchen featuring a range of modern-day equipment that would be utilised in any professional kitchen. Examples include, decking oven, prover, kitchen aids, tempering machines, marble workspace for sugar and chocolate work. Pastry break and heavy-duty mixers. This area is temperature control for the delivery of bakery and patisserie sessions.

The training kitchen features purpose-built work areas for single or double use. This is further supported by the use of large screens where the Chef Lecturer can project their demonstration via a camera to multiple screens through the training kitchen.

Furthermore, this area features modern day equipment such as Sous vide (water bath), smokers, Kamado BBQ with all kitchens having combination ovens throughout.

The facility also features a purpose-built demonstration theatre with full working kitchen and IT software to allow projection on large screens. This facility is used for learning and teaching for students as well as industry collaboration.

The college also features a restaurant Lab used for training students the skills required to run a front of house facility. Equipment such as serving counter, fully functioning barista and bar area allowing students that real world experience.

All equipment requirements are in place such as linen, crockery, cutlery, glassware etc.

There is adequate space both back of house and front of house to deliver a course at this level.

The College provides computer and lecture rooms fit for purpose. The students have access to the Moodle platform to access the lecture material, announcements, and assignments.

The students can use electronic data bases to access articles and eBooks via the links to the library of the University of Nicosia. The College offers space for the library close to the computer rooms and kitchens. Students can access numerous databases to help with their research and study.

5.3 Human Support Resources

The college employs both full time and part time staff to support the teaching as well as the administration of the programme. There is adequate number of people to teach the courses, with the relevant expertise, although there could be some with further experience in culinary arts management with PG degrees and/or PhD degrees. The EEC would suggest the college to encourage further research to be undertaken by staff. Erasmus+ is used hence this could support teaching staff in establishing collaborations with other institutions on conducting research.

The College rents the premises within University of Nicosia and explained to the EEC the plans to expand on the 4th floor of the building.

5.4 Student support

There is continuous student support at the college. The needs of the students are addressed and considered when designing the delivery of the courses, as well as on the teaching and learning methodology used. Scholarships are available to provide financial support on the grounds that students meet the criteria. The application form was shared with the EEC.

Erasmus+ is used to support both students and staff mobility. An example has been provided where in 2023 a team visited a university in Poland to explore good practice in teaching and learning of culinary arts programmes. There is an Erasmus coordinator who manages all information and reports.

Various services are available such as the Admissions Office, the Academic Affairs Office, Student Welfare Services, Student Careers Services, Counselling services. Activities and responsibilities are provided in the application form.

There is also some financial support for students as for example if students have financial difficulties and are left behind with paying their fees, an arrangement for installments is provided.

Strengths

- The Moodle platform offers students a one-stop platform to access all information required
- The students have access to major electronic databases either via the University of Nicosia
- Student support system (financial, well-being, studying)
- Additional physical resources for practicals and lectures

Areas of improvement and recommendations

N/A

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

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

D. Conclusions and final remarks

The EEC would like to summarize the good practice at the college:

- ✓ Student-centred policy and practices are in place
- ✓ There is very good support to students in terms of personal, academic and pastoral issues
- ✓ The use of Moodle is very good as students appreciate the availability of data, information and communication with academic staff
- ✓ The physical resources are commendable, well-organized and are used to their full to benefit the students' learning
- ✓ The staff have a diverse range of qualifications and skills sets
- ✓ Recordings are available for students to study on their pace
- ✓ Very well organize internship course which gives students a thorough understanding of occupational culture
- ✓ Very good links with the industry, and use of Erasmus+

The EEC would like to make the following recommendations to the college:

- More members of staff could engage with research activities, it is only two members that are currently working on. Incentives could be provided such as paid time to be allocated or incentives upon publications
- Resit period should be well-planned to ensure students are given adequate time to prepare and study for their resits
- Some other assessment methods could be introduced to the courses to provide variety, support different learning styles and address learning diversity
- The team could include assessment criteria in course outlines to ensure consistency and fairness in marking
- Hours for courses with practical elements could be revised to contextualize on the area, the learning outcomes and the needs of the specific course (i.e. the preparation, baking and decorating a cake)
- The team should ensure that when the delivery in English is accredited all information on the website and other documentation is available in English along with admission criteria

E. Signatures of the EEC

Name	Signature
Amalia Tsiami	
Evangelia (Lia) Marinakou	
Michael Gillies	
Barbara Georgiou	
Click to enter Name	
Click to enter Name	

Date: 10/7/2024