

Doc. 300.1.1

Date: Date.

## External Evaluation

### Report

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

- **Higher Education Institution:**  
InterNapa College
- **Town:** Sotira, Famagusta
- **School/Faculty (if applicable):** School of Hospitality and Tourism Management
- **Department/ Sector:** Culinary Arts
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Μαγειρικές Τέχνες (2ακαδ. έτη, 120 ECTS, Δίπλωμα)

**In English:**

Culinary Arts (2 years, 120 ECTS, Diploma)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

*This part includes basic information regarding the onsite visit.*

Prior to the visit, the EEC was provided with documents detailing several aspects of the program under evaluation, including the program curriculum, the course syllabuses, the qualifications of the teaching personnel, the Quality Assurance Manual, the Student Handbook and student welfare mechanisms. This material was made available in print as well, during the visit.

The site-visit was carried out on the 30th March 2023 from 10:00 to 17:00 with the participation of the members of the External Evaluation Committee (thereafter referred to as “Committee”), the Management Team of the InterNapa College (INP), members of the Quality Assurance Committee, representatives of the teaching staff, the administrative staff as well as with graduates of the Program under evaluation (Culinary Arts). The chair invited all participants to introduce themselves and their involvement in the program.

The audit process started with a presentation of the College, its Study Programs rationale, and a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis by the rector of INC, Dr Nikos Anastasiou. Following this presentation, the Committee discussed issues of Quality Assurance and reviewed the internal quality procedures that are in place at INC. Next, specifics of the Culinary Arts program including the admission criteria for prospective students, the learning outcomes and career opportunities, the structure of the study program, as well as the teaching methodologies were detailed by Dr Michael Anastasiou, senior teaching staff member, Mr George Markatos, Internship Coordinator, and Mr Markos Takkas, Managing Director of INC.

The Committee had meetings with five students of INP's 4-year program of Hospitality and Tourism Management, two of which are graduates of the Culinary Arts program under evaluation. The Committee had separate meetings with eight representatives of the teaching staff and with seven members of the administrative staff, namely the Academic Affairs officer, the Student Welfare officer, the secretary, the Admissions officer, the accounting officer, Immigrations officer, and the librarian.

A representative of CYQAA was present throughout the meetings.

During the on-site visit, the committee was also given the opportunity to visit the College infrastructure including the amphitheater, classrooms, the training kitchen, the demonstration kitchen, the restaurant, the computer laboratory, and sports facilities.

After the end of the on-site visit, the Committee was provided with supplementary documentation, that reflects the performance of the operating program (Program Reviews), internal evaluation records, course outlines and indicative teaching material, as well as teachers' ranking principles.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Name	Position	University
<b>Antonia Matalas</b>	Professor	Harokopio University, Athens
<b>Maria Papageorgiou</b>	Professor	International Hellenic University
<b>Adamantini Paraskevopoulou</b>	Associate Professor	Aristotle University of Thessaloniki
<b>Maria Christoforou</b>	Graduate Student	University of Cyprus
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.**

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

### 1.1 Policy for quality assurance

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### 1.2 Design, approval, on-going monitoring and review

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

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

### 1.4 Information management

#### Standards

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

*You may also consider the following questions:*

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





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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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## 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.*

### **Policy for Quality Assurance**

InterNapa College (INC) is a privately owned school which was established in 2003 in the town of Sotira, Famagusta. The unit is consolidated as school of education on hospitality offering a Master's degree on Business Administration (1.5-year program), a Bachelor of Arts in Hospitality and Tourism Management (4-year program), a Diploma on Hospitality and Tourism (2-year program), a Diploma on Culinary Arts (2-year program). Recently, a one-year program on Bartending was also initiated by the College; the Bartending Program expects to award the first diplomas later during the present year. Currently, some 150 students are registered in all five programs of INC.

During the on-site visit, the Committee was briefed on the aims of the Culinary Arts program and its overall performance by Dr Nikos Anastasiou, Rector, MrTakkas, shareholder, Dr Michalis Anastasiou, Mr George Markatos and Mr Markos Takkas, Managing Director. According to the documentation provided, the designated Program's Coordinator is MrDimitris Kouklou; the Committee was however informed that MrKouklou is no longer a member of the unit's academic staff.

The Committee was briefed on issues related to the institute's Quality Assurance Policy by four of the members of the Quality Assurance Committee, namely, the Director of the Committee Dr Nikos Anastasiou, Mr George Markatos, and MrAchilleas Karayannis, who was present via online connection. The Committee was informed that four more persons, not present during the briefing, are also active as members of the Quality Assurance Committee: Mr Andreas Karios and Dr Cyril Nikolaou, representing College's teaching staff, Mrs Gina Savva, representing administrative staff, and the head of INC's Students Union.

The College has set clear strategic goals, mainly addressing the needs of a growing tourist industry in the Famagusta region. The Culinary Arts program in particular, has well defined goals and learning outcomes, which are in accordance with the criteria of level 5B vocational education.

The College's Policy for Quality Assurance was made available as part of the Quality Standards and Indicators document, which was handed to the EEC (document Application program study, p. 206). The INC has prepared Regulations and Procedures for Quality Assurance for all Programs of Studies as well as, a guide outlining specific internal evaluation procedures was made available to the Committee.

The Committee was informed that specific procedures are in place aiming to monitor the adequacy and performance of the teaching staff in charge of the various components of the academic program. In this context, all instructors are asked to complete a self-evaluation form on a semester basis, while a "peer-evaluation" is accomplished by a fellow-instructor on a yearly basis. Students are invited to anonymously provide feedback on all courses they attend by filling an especially

designed evaluation-form in the end of the teaching period. These evaluation-forms are included in the INC document entitled Applicationprogrammestudy (pp. 564-565). The Committee requested indicative documentation on the implementation of the procedures outlined in the unit's Quality Assurance Manual, namely minutes of the Quality Assurance Committee meetings, and actual filled samples of all types-of Evaluation Forms documents. The unit's Quality Assurance Manual describes a procedure of evaluating administrative staff by students; nevertheless, the Committee cannot conclude if students' satisfaction by the administrative services is regularly communicated to the Quality Assurance Committee.

### **Design, approval, on-going monitoring and review**

The program falls at the level of vocational training 5B (120 ECTS- Post Secondary certificates and diplomas) offering a diploma degree in Culinary Arts. The college's geographic location provides an environment ideal for developing links with the Cypriot tourist industry, mainly large hotels. Thus, students of the INC can easily secure training positions and, if they wish, also secure job positions upon their graduation.

The 2-year program on Culinary Arts was initiated in 2017, taking into consideration urgent needs of the local tourist industry. The Committee was informed that the unit maintains links and educational collaborations with culinary schools abroad, namely the reputable Ducasse School, which is based in France, having thus informed its academic program.

The Culinary Arts program offers compulsory courses and several elective courses. Electives are not restricted to the subject of Culinary Arts as students of the program can also select from courses that are offered by the other Programs of the College. However, the courses available cannot be deduced from the material presented to the Committee. The Committee believes that the program of studies could benefit from the introduction of an English-language course; this way, the program could also accept some students whose knowledge of English language is behind set standards.

It is worth noting the compulsory summer training placement (internship) spans over 12 weeks (40hrs /week) comprising a valuable element of students' training in Culinary Arts. The Committee finds, however, that there is a discrepancy between the workload of the internship and the corresponding ECTS (only 2), against common practice principles and thus, strongly recommends amending the corresponding number of ECTS to depict actual workload.

Course and instructor evaluation by students takes place on a semester basis with the aid of a questionnaire, which is distributed in print prior to the examinations at the end of the instruction period. Outcomes of these procedures are used to diagnose weaknesses and needs of the academic program and implement changes toward its improvement.

The Committee requested indicative documentation on the implementation of the procedures outlined in the unit's Quality Assurance Manual (filled teachers' self-evaluation forms, teacher peer-review forms and course evaluations by students), as well as indicative Minutes of Quality Assurance Committee meetings. Performance appraisals for teachers and three filled course evaluations by students were made available to the Committee members at a later date. In addition, an Internal Evaluation Report signed by the members of the Quality Assurance Committee

was provided; this document comprises INC Internal Evaluation for the period 2018-2021 and reflects a systematic appraisal of aspects such as the administrative services provided, and the unit's infrastructure, as well as its feasibility with respect to marketing.

The Committee requested to review outputs of the cumulative results of students' evaluations for one instruction period; this documentation was not provided. Thus, based on the material made available for review by the Committee, it appears that no specific procedure aiming to facilitate a metrics-based assessment of the learning outcomes of the program has been developed by the unit.

### **Public information**

The Committee was informed that all students enrolled to INC receive a copy of the Student Handbook containing all essential information on student rights and responsibilities.

The unit's website is attractive and easy to navigate. The information provided is adequate as far as the program of studies, the syllabuses of individual courses (course descriptions, instructors, assessment methods, suggested bibliography) and the Erasmus program are concerned, but is very thin regarding Academic matters and procedures of Quality Assurance. Notably, the Study Guide is not found on the unit's website. Furthermore, students and the public have no access to INC's Policy of Quality Assurance as it is not available on the College's website nor otherwise published. In addition, information about essential aspects of the unit's infrastructure, such as the library and practical training facilities, are lacking.

### **Information management**

Based on the documents provided, the Committee concluded that INP does not systematically monitor data on its students' progression, success and drop-out rates, and degree of satisfaction by the program (see on-going monitor and review section above).

#### *Strengths*

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- The unit has established clear strategic goals
- The unit has a considerable expertise in training professionals for the hospitality and tourist industry, a market in urgent need for trained professionals in Cyprus
- The program accepts a small number of students for training
- The program has established links with peer schools abroad

#### *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 program would greatly benefit by establishing performance indicators and use metrics to effectively monitor the quality of the program offered
- It is recommended to establish a procedure for the evaluation of the unit's administrative services by the students
- INC should make publicly available (on its website) detailed information on administrative infrastructure and procedures of quality assurance as well as, on the educational resources available in the unit's library and the relevant terms of use
- INC should make publicly available (on its website) the programs Study Guides as well as, an exhaustive list of the elective courses offered by the program
- INC should make publicly available (on its website) updated information about the teaching staff including their Curricula Vitae
- The workload of the internship should be depicted to the corresponding number of ECTS

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

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

## 2. Student – centered 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-centered teaching methodology**

#### Standards

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

### **2.2 Practical training**

#### Standards

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

### **2.3 Student assessment**

#### Standards

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

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

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

### Findings

*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.*

#### **Process of teaching and learning and student-centered teaching methodology**

Teaching methods, tools and material used in teaching are effective. In general, the student-centered approach to teaching is facilitated by the small number of incoming students, which is particularly helpful for laboratory exercises.

Teaching in INC is supported by a fully functional electronic training platform (moodle). During the on-site visit, the Committee asked for a sample of lecture notes and was kindly provided with ppt files of indicative lectures. Different learning environments namely lecture rooms, Information Technology labs, and kitchen labs were inspected. The student feedback to the Committee did not report any educational visits to external sites.

Overall, the teaching methods contribute to effective learning as they combine theoretical and practical training as evidenced by the analytical course syllabus (Annex 2 of the application file), although this is not clearly stated in course outlines (Annex 1 of the application file). To this end, the Committee recommends that the Academic Committee revisits the course outline by adding the missing information so one can have an overview of the share of practical training in the total course.

The Committee wishes to point out that in the course syllabuses, the content of each course is described using general terms not always associated with the specific course (see for example the Ethnic Cuisine Syllabus and contents 2, 3, 4, 5). Furthermore, in some cases, the content of practical courses entails pure theory not associated with a practical training. For instance, the course 'Baking and savouries' which is declared to encompass laboratory hours only, however, it does include theoretical subjects (See points 1, 2, 5 & 7). It is common practice for a course to involve both theory and laboratory practical sessions, but this should be stated clearly as 'Lectures per week and Laboratories per week'. In some cases, the course title is rather misleading, e.g., the course entitled 'Interactive communication in the Hospitality Industry' has a content pertinent to Basic Computing Skills; a careful revision of the course syllabus is thus recommended.

#### **Practical training**

The Unit has tight contacts with the local hospitality industry and allocation of students in respective places seems to run smoothly. The organization by the Unit of Job Fairs helps students in securing good placements. A 12-week internship (40h/week) is compulsory in the program study (notwithstanding the fact that it is attributed only 2 ECTS credits as mentioned above in Section 1.2).

During the internship, students are asked to fill in a logbook and are assisted by the appointed academic staff, thus rendering practical training a fulfilling process. If the logbook is not returned or



is incomplete, a Not Pass grade is assigned, as stated in the Internship Handbook (Annex 10 of the application form). Annex 10 also refers to monthly contact/visits which are completed by the College Internship Coordinator during the internship. During the Committee meetings with the Academic staff, the Internship coordinator referred to visits performed twice per month.

The Committee noted that neither in Annexes of the Application document (Course Outlines, Course Description-curriculum) nor in Table 2: Course Distribution per Semester is there a mention to actual LABORATORY HOURS for each subject. This information should also be communicated via the website of the program study.

### **Student assessment**

The assessment of the students, as stated in the course curriculum, includes a variety of assessment methods of different weight each. Although not specified in Annex 2, where ranges of %weight for each criterion are cited, these are specified in the beginning of each semester and announced to students via the moodle platform. Full attendance is compulsory to all courses. In this case, the Committee recommends that "attendance" is deleted from the assessment criterion named 'Class attendance and participation' 0-10%.

Methods of assessment and the criteria for grade-marking are consistent. Student appeals regarding their assessment in individual courses appears to be in place and is described in short under Grade petition in Annex 6.3 "Academic Catalogue" and Annex 6.6 Student handbook.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Fully equipped Training Kitchen and Restaurant facilities as learning environments
- Organization of Job Fairs to facilitate internship placements
- A 3-month internship during the study program
- Tight contacts with the local tourist industry which is much developed in INC's district
- Diverse student assessment methods
- Use of a functional educational platform (moodle)
- The setting for practical sessions offers facilities for theoretical sessions, if needed

### 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.*

- Revisiting Course Descriptions so as the course content to better match course titles
- Revision of Course Outlines to clearly depict hours of theoretical and practical sessions per subject

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

<b>Sub-area</b>		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
<b>2.1</b>	Process of teaching and learning and student-centered teaching methodology	Compliant
<b>2.2</b>	Practical training	Compliant
<b>2.3</b>	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

#### **3.1 Teaching staff recruitment and development**

##### Standards

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

#### **3.2 Teaching staff number and status**

##### Standards

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

#### **3.3 Synergies of teaching and research**

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

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

### Findings

*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.*

### **Teaching staff recruitment and development**

The Committee reviewed the curricula vitae of the programme's teaching personnel and concluded that members of the teaching staff have sufficient professional experience and recognised academic qualifications to teach the courses assigned to them and to achieve the objectives and planned learning outcomes of the study programme. The Committee noted that many instructors hold a PhD degree while the majority of them possess a Master's degree, a qualification that is considered adequate at the 5 level of vocational education.

The teaching staff recruitment process is reviewed by the Program Coordinator, the Managing Director, and the Rector based on guidelines provided by the QA committee (faculty recruitment and developmental needs, specifications of required faculty). The steps followed for the hiring process of a faculty member as well as the minimum requirements for the appointment to the appropriate rank are listed in the Faculty Handbook.

Appraisal criteria with respect to the promotion of the teaching staff members and the extent to which is reflected to their subsequent remuneration is not clearly mentioned. Some general information is sparsely given in the Faculty Handbook as well as in the Governance Handbook.

Teachers' performance is being assessed by the students and results are communicated to the members by the programme Coordinator. Additionally, a self-appraisal process covering many

areas of faculty responsibility, including teaching effectiveness and other research or professional activities, is taken place on an annual basis.

As it was communicated to the Committee, teaching staff members are encouraged to be engaged in professional and teaching-skills training and development. To this direction, the College is willing to financially support the attendance of conferences, seminars, or other training courses and, also, the subsidization on higher studies. Moreover, the College participates in the Erasmus programme and teaching/training exchanges with academic organizations abroad are stimulated.

### **Teaching staff number and status**

The teaching personnel involved in teaching subjects of the program is deemed sufficient to support the study programme. Almost the 50% of the teaching personnel is full-time that is considered satisfactory and can guarantee programme's quality and sustainability. Additionally, as it was communicated to the Committee, instructors from peer schools or locally/internationally distinguished professionals and industry experts e.g., from the Wine & Spirit Education Trust (WSET) and Alain Ducasse's gastronomic restaurant, are regularly invited to enrich the learning process and support the study programme.

### **Synergies of teaching and research**

The programme of study under review is a Diploma thus extensive research is not required. Nevertheless, the Committee identified practices (e.g., reduction of teaching load) toward motivating the teaching staff to improve and expand their scholarly activities and teaching skills, attend conferences, and publish their work.

#### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- The members of the teaching staff possess satisfactory professional experience and recognised academic qualifications on the program subjects
- A standardized procedure for the assessment of the teaching skills of the instructors
- Teaching staff members are encouraged to expand their skills and get involved into research activities

#### 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.*

- Establish quality criteria relevant to the remuneration of teaching personnel



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

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

##### Sub-areas

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

##### 4.1 Student admission, processes and criteria

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

*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.*

##### **Student admission, processes and criteria**

Admission requirements are a six-year secondary or high school Leaving Certificate with a minimum grade of 12 out of 20 and knowledge of English language at the B1/B2 level. Admission requirements are publicly available. Upon admission at INC, candidate students can transfer credits earned at other accredited colleges, universities, or other higher education institutions.

##### **Student progression**

Processes and tools for collecting and monitoring students' progression are in place. More specifically, the Student Registration and the Student Admissions Office maintain records of students' performance during their coursework; the Committee was informed that a specialized software, *College9*, is used toward this aim.

Assignment to an academic advisor who regularly advises students on a personal basis was not brought to the attention of the Committee.

##### **Student recognition**



The awarded degree is a DIPLOMA and corresponds to full-time study of 4 semesters with 13 weeks of teaching per semester, and 120 ECTS in total. A score of at least 60% at all subjects should be achieved for graduation. To successfully complete all program requirements, the student should achieve a minimum cumulative point average of 1.8. For students who have attended other accredited colleges/universities, a credit transfer can be applied to courses, following individual evaluation based on INC's standards and student's grades.

Scholarships, i.e., reduction in tuition fees up to 50%, are awarded by INC to selected students either at the beginning or during their studies on the basis of academic merit and academic performance (e.g., to students who have obtained an "A" average in their high school Leaving Certificate). Scholarships are also offered as need-based financial assistance.

### Student certification

The Committee was provided with a sample of the program Diploma and Diploma supplement where in section 4 "Information on the contents and results gained" there is no reference to modules studied or the individual grades, but a note "Please see student transcript for details", which is against common practice.

#### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Effective and well-defined student admission criteria
- Processes and tools for monitoring students' progression are in place
- Permanent administrative staff
- A credit transfer is applied for previous attendance at other accredited colleges and universities
- Scholarships awards based on academic merit, academic performance, and financial necessity

#### 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.*

- Modules studied, individual grades and assigned number of ECTS, along with non-credit coursework and the industrial placement (internship), should be included in the diploma supplement in the respective section
- Posting of the Diploma Supplement template on the website

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

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

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

### Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.4 Student support

#### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

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

*of academic preparation, special needs due to physical disabilities, etc.)?*

- *How is student mobility being supported?*

### Findings

*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.*

### **Teaching and Learning resources**

A distance learning platform (i.e., moodle) is employed. Through it all the necessary information and learning resources (e.g., publication of academic calendar, syllabuses, courses' outlines and presentations, class notes and other course material) are accessed by the students. The same learning environment is also employed for the submission of theoretical assignments and for the communication between the students and the teaching staff.

### **Physical resources**

Physical resources, i.e., premises, libraries, study facilities, IT infrastructure, are considered adequate to support the study programme. The Committee was able to verify the existence of classrooms of various sizes, all equipped with necessary resources (internet, video projectors, air-conditioning units), a relatively new established amphitheatre used either for lectures or for hosting events such as lectures by distinguished visiting chefs, professors, industry experts and so on, as well as a computer lab able to accommodate up to 20 students.

The kitchen laboratories are equipped with professional kitchen equipment and appliances, cooking tools, etc., that in general support individual laboratory training. The main kitchen lab of the College is separated into four areas according to the food preparation (e.g., hot food, butchery, fish, pastry, etc.). There is also a professional training restaurant, comprised by dining room and bar, available for teaching and learning as well as students' practice. It is worth mentioning that one of the lecture halls is equipped with modern technology audio - visual means for teaching and live streaming and is used as Kitchen Demonstration Room. The Committee did not have the opportunity to form an opinion on whether the resources allocated assures the adequacy of consumables necessary for the practical training of the students.

The library is well-equipped with a wide range of both printed and electronic studying material. The bibliographical information is entered into a library software openABEKT thus offering online access of the library's collection catalogue to the students. The learning process is also supported by electronic resources, such as EBSCO and ABI/INFORM Global of the ProQuest platform, as well as Academic Video Online (AVON) comprehensive collection of business videos. Furthermore, for the detection and prevention of plagiarism the College has access to an online tool for plagiarism detection (i.e., PlagScan software) that allows teaching staff to verify the

originality of the theoretical assignments. It is worth mentioning that the library is staffed by a full-time qualified librarian.

## Human support resources

Human support resources, i.e., mentors, counsellors, and qualified administrative staff, are adequate to support the study programme. The EEC wishes to appraise the aspect of Human resource support in the program under evaluation. It is recommended that students are informed about the available services via the Institute's webpage.

Adequacy of resources is ensured for changing circumstances; now the program operates on a 20% capacity.

## Student support

A Student Orientation program is in place on every new intake, thus taking place twice a year. The student affairs department is responsible to oversee all student affairs, support students and enhance student growth and development. Counselling and psychological support services are provided to students through the College Counsellor. The Academic Advisor assists students in registration and offers consultation to them with regard to the student's schedule and degree requirements. Students wishing to dispute their semester grades have up to two weeks after the results are posted to file a Grade petition form. All enrolled students of the College undertaking a program of study are entitled to be members of the Student Union. The Student Union acts as a channel of communication between the College and its members promoting their welfare. The Committee had the chance to meet with a former president of the Student Union during the session with the students. Student feedback to the Committee came from only two graduates of the program under evaluation (currently following the BA program on Culinary Arts). The Committee met no student out of the 10 currently attending the program since the Fall intake of 2022 and Spring 2023. There is provision that credits earned at accredited colleges, universities, or other accredited institutions are transferable to INC.

The Unit has acquired the Erasmus charter and from the feedback rendered from academic staff and students the Committee can conclude that Erasmus mobility is in practice for both the above two groups.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- College infrastructure is adequate.
- A modern amphitheatre is used for lectures and major events.

- A kitchen demonstration room and a training restaurant are available for practice/training purposes.
- A full-time qualified librarian is fully employed by the unit
- Well organized and populated human support resources
- A clear description of responsibilities of functions with no overlaps is in place
- INC has acquired an Erasmus Charter and supports student and teaching staff mobility

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 unit acknowledges the Student Affairs section on the WEB in the form of FAQs. Student Handbook and other informative material such as the Erasmus bilateral agreements should also be made public.

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

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

## 6. Additional for doctoral programmes(ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

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

### **6.2 Proposal and dissertation**

#### Standards

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

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory*

committee towards the student are determined and include:

- regular meetings
- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

### Findings

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

Click or tap here to enter text.

### Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

### Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable



6.3	Supervision and committees	Not applicable
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#### D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

INC has a longstanding history in the field of tourism and hospitality. The Culinary and Arts program offers a Diploma over the course of two years and is a conventional program. The program aims to prepare students for immediate employment and development in food service settings. It mainly attracts students from Third Countries. The Committee sees an opportunity that the College also attracts students from the local community thus exploiting its strategic location within the Cypriot tourist industry.

INC offers a pleasant and friendly learning environment. Besides classrooms and laboratories, the College also has a dedicated ground for its students to train in sports. INC has taken all necessary steps to establish a Student Union which acts as a channel of communication between the College and the students.

The teaching staff possess satisfactory qualification on the program subjects and professional experience. Student admission criteria as well as, student assessment criteria are well defined. The program uses the European Credit Transfer and Accumulation System (ECTS), thus facilitating the articulation process for further studies in Cyprus or abroad. It has a particular strength with respect to the practical training offered. Notably, rooms and facilities for delivering theoretical lectures and practical training simultaneously are available.

The Commission would like to suggest the following improvements:

- Pay attention to Public Information. More specifically, the Committee strongly suggests enrichment of the unit's website with essential information on Quality Assurance procedures, students' rights and responsibilities, Study Guides, list of the elective courses offered by the program, Curricula Vitae of the teaching personnel, administrative structure, and services offered to students, including the College's library



- Elaboration of program’s key performance indicators and pursuit of a metrics-based continuous monitoring of the quality of the training offered
- Establish a procedure for the evaluation of the unit’s administrative services by the students
- Revisit Course Descriptions so as the course-content and course titles match
- Revisit Course Outlines to clearly depict hours of theoretical and practical sessions per subject
- Revisit the Diploma Supplement to incorporate data on modules studied and individual grades along with non-credit coursework and the industrial placement (internship)
- Alignment of ECTS credits assigned to internship with the actual workload
- Establish quality criteria relevant to the remuneration of teaching personnel



## E. Signatures of the EEC

<i>Name</i>	
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<b>Maria Papageorgiou</b>	
<b>Adamantini Paraskevopoulou</b>	
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**Date:**12/04/2023