**Doc. 300.1.2**

**Date:** Date.

# Higher Education Institution's Response

- **Higher Education Institution:**
  Ledra College

- **Town:** Nicosia

- **Programme of study**
  Culinary Arts (2 years, 120 ECTS, Cycle)

  **In Greek:**

  Γαστρονομικές Τέχνες-Μαγειρική

  **In English:**

  Culinary Arts Diploma

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

- **Programme's status:** New

- **Concentrations (if any):**

  **In Greek:** Concentrations
  **In English:** Concentrations

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

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| The EEC members are concerned by the fact that the programme offers only compulsory courses and no elective courses at all. That is considered a weakness of the curriculum. | After careful confederation of the EEC's recommendation, the following elective courses have been developed to enhance the curriculum. Students can choose their electives on the 2nd and 3rd semester. Syllabus for each one is attached as Annex 1 Syllabi.<br>• Greek Language and Culture<br>• Managing Cultural Diversity in the Workplace<br>• Introduction to mental health | Choose an item. |
| Public information should focus more on providing specialized knowledge for each course and not just about the college. | The College shared public information for each course includes an overview, the structure, the duration and the modules in each semester as well as the lecturers in each department. All mentioned above can be found in the college website at www.ledra.ac.cy | Choose an item. |
| More on-line information on quality assurance approach is needed. The Quality Assurance Manual must be available on-line. | The College has in place a set of processes and policies to ensure quality across all aspects and continuously support the students and improve standards. Procedures and policies can be found in college website as well as in the Quality Assurance Handbook that is also available in our website www.ledra.ac.cy | Choose an item. |
| The EEC members strongly suggest the differentiation of their programme by introducing local cooking methods and by adding the following courses:<br>A. Local – traditional cuisine<br>B. Greek language and culture<br>C. Coping with diversity. | The three courses recommended by the EEC have been developed. The syllabi of each one can be seen in Annex 1 Syllabi. | Choose an item. |
| Contacting, on a yearly basis, a survey on the programme's graduates in order to have feedback of their experiences and also collect suggestions for improvement is a crucial part for quality assurance procedures. | As a part of the Quality Assurance procedure, the college has implement the Alumni Survey. Every year, during fall term we invite graduates to participate in our online survey. The alumni's feedback is an important source for adapting study terms to the needs of our students and ease the graduates' transition into work life. The results of the alumni survey will be used by the college for the quality development of higher education. The central topics of our survey are:<br><br>• Study programme and study progress<br>• Retrospective evaluation of the study experience<br>• Employment situation of graduates<br>• Transition into first job | Choose an item. |

| | | |
|---|---|---|
| | • Qualification and occupation, career success<br>• Relationship between study and job, job satisfaction | |
| The college should prepare guidelines on syllabi writing and teaching staff must implement them. | Syllabi writing and guidelines based on the EQF are in place and known to lecturers. Every semester, before the beginning of classes the lecturers are required to submit the course outline of their assigned modules. The QA officer reviews them and give feedback and if necessary. See Annex 2 Review of Course Outline Form for more details. | Choose an item. |
| The college should consider increasing the duration of the practical training of its students. | The College agrees with the EECs' recommendation to increase the duration of the practical training of the students. Now the practical training of the students in the industry are 4 weeks and not 2 as it was before. | Choose an item. |

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

eqar// enqa.

## Student – centred learning, teaching and assessment

*(ESG 1.3)*

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| Butchery and fishmonger skills are included in the program as a distinctive course. | Since butchery and fishmonger skills were included in the syllabi but did not reflected in the course names, the two cooking methods and preparation courses were renamed to CUL100 Meat and Poultry and CUL110 Fish and Shellfish. | Choose an item. |
| The breakfast and branch course (CUL 202) can be eliminated to provide space for the above. | CUL 202 Breakfast and brunch is eliminated to give space to one elective. | Choose an item. |
| Cooking methods and preparation courses I, II and III can be renamed to clearly reflect the content of advanced cooking methods and preparations. Possibly merging some of the elements to make space for one course that focuses on people, diversity and bullying and harassment. | Cooking methods and preparation courses I, and II have been renamed to CUL100 Meat and Poultry and CUL110 Fish and Shellfish. CUL 200 was merged with CUL100 and CUL110 and gave space to one elective. | Choose an item. |
| The course CUL201 title and content to be redesigned as International and Local Cuisines to include the distinctive Mediterranean and Cypriot diets. | CUL201 was renamed and redesigned to Traditional Greek, Cypriot and Mediterranean Cuisine. Updated syllabus is included in Annex 1 Syllabi. | Choose an item. |
| All courses are to be scrutinized to ensure assessment percentages add to 100%. | All courses have been checked in terms of assessment percentages. See Annex 3 Course Assessment for more details regarding each course assessment percentage breakdown. | Choose an item. |
| Referencing needs to be consistent and correct and at Harvard style. | Harvard referencing style is what is used in all programs of the College including syllabi, assignments and research articles. See Annex 1 Syllabi for some examples. | Choose an item. |
| At least two sources per course need to be less than three years old. | Latest editions of the culinary books were available have been purchased. See Annex 4 Books for details. | Choose an item. |

## 2. Teaching staff
*(ESG 1.5)*

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| Develop a mentoring programme that helps staff maintain research and scholarly activity. | College encourages research and gives incentives such as less teaching hours to staff to do their research. College mentoring program focus on instrumental support, such as providing instruction and feedback to assist with career advancement, and/or psychosocial support, such as role modeling and encouragement. These stages include:<br>• an initiation phase, which reflects the start of the relationship, and during which the mentor prescriptively directs the mentee;<br>• a cultivation phase, where mentorship functions are better established and maximized, and where the mentor guides/persuades the mentee, so they may begin to collaborate, with the mentor ultimately confirming the mentee's ability through full delegation of tasks;<br>• a separation phase, in which organizational and/or psychological changes within one or both mentoring parties decrease the relationship's fruitfulness; and<br>• a redefinition phase, where the relationship ceases to exist or evolves into a new form, such as friendship.<br><br>Within these mentoring phases, specific mentoring activities include:<br>• counseling (listening; encouraging; identifying and evaluating problems);<br>• coaching (helping acquire particular skills and knowledge);<br>• tutoring (instructing on subject/s);<br>• sponsoring (finding the appropriate network or position for a protégé);<br>• advising (matching students' academic interests with their career aspirations); and<br>• befriending (developing informal supportive relationships).<br><br>See Annex 5 Research Policy for more information. | Choose an item. |
| Develop clear guidelines and procedures for staff development and conference funding opportunities including criteria for staff to be successful when applying. | The college supports and encourage the staff that wants to participate in conferences as well as to get funding for that. Staff Development funds are available for full-time staff members to participate in professional development activities that enhance their primary job duties. Professional development encompasses learning opportunities such as seminars, conferences, workshops, and Professional & Continuing Education classes on and off campus. Requests will be reviewed on a first-come, first-serve basis and will be accepted only during the current fiscal year. It is advised | Choose an item. |

|  |  |  |
|---|---|---|
|  | that staff members submit requests as early as possible to ensure funding. A completed Application, with required attachments, may be submitted at any time, but at least 45 days prior to the commencement of the project or activity. The decision to fund an application is at the discretion of the Professional Development Committee. |  |
| The college engages with TURIN in the same way they have done for ERASMUS to enable staff development and exchange to continue with UK based institutions. | Our Erasmus Officer already got in touch with TURIN and start the process for collaboration. Students who are interested and eligible to go in UK institutions can be assisted from the Erasmus officer for more information and details on the process. | Choose an item. |

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

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| The teaching staff must improve and enhance the presentation and the learning outcomes of several courses. | The teaching staff gone through all syllabi to make sure that are written in the proper way following the EQF guidelines regarding presentation and writing. After that, the Quality Assurance officer reviewed the syllabi for corrections if any. | Choose an item. |
| Teaching staff and students must be exposed in a more intensive way to academic literature and research. It goes without saying that the opportunity offered by Cyprus University, via its library, to the academic community should not be wasted. | Teaching staff and students can use the library facilities of the college as well as other libraries for their research. As a part of the mentoring program for staff and the advisor program for students teaching staff and students are exposed more in academic literature and research. | Choose an item. |
| The participation of teachers and students on Erasmus+ and Turin mobility programme should be further strengthened. | The college encourage and promotes the participation on mobility programs. As a result, students, lecturers and administration participation for this year are greater than the previous two years. Out Erasmus officer has established good relations with universities in other countries and organizations for trainings. | Choose an item. |

## 4. Learning resources and student support
*(ESG 1.6)*

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| The main building would benefit greatly from a bit of face lift. | Starting from the outside, the building has been up facelifted. The logo and the name of the College has been placed on the outside as well as the interior have been updated. Photos of these can be seen in Annex 6 Facilities. | Choose an item. |
| The library collection needs to be greatly expanded, book shelves, well lighted and a comfortable learning and study environment created. | More books for this program as well as for other programs have been purchased. Annex 4 Book orders are the additional books for this program. Photos of the library environment can be seen in Annex 6 Facilities. | Choose an item. |
| IT facilities seem available. Updating and using the facilities seem (slow). In other words, they seem to have the facilities but they do not seem to use it. | IT facilities have all the necessary equipment and up to date software. The IT manager support and assist when it is needed either from staff or students. | Choose an item. |

## 5. Additional for doctoral programmes
*(ALL ESG)*

**N/A**

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |

## 7. Eligibility (Joint programme)
*(ALL ESG)*

**N/A**

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |

## B. Conclusions and final remarks

| Conclusions and final remarks by EEC | Actions Taken by the Institution | For official use Only |
|---|---|---|
| All courses are to be scrutinized to ensure assessment percentages add to 100%. | All courses have been checked. See Annex 3 for details. | Choose an item. |
| An investment in the library with up-to-date books relevant to the proposed course needs to be made. | More books have been purchased. Annex 4 Book Orders is the list. | Choose an item. |
| Referencing needs to be consistent and correct and at Harvard style. | All syllabi were examined in terms of referencing and where was necessary correction have been made to comply with Harvard style. Seen Annex 1 Syllabi. | Choose an item. |
| At least two sources per course need to be less than three years old. | New up to date books have been purchased for each course. See Annex 4 Book Orders. | Choose an item. |
| The EEC suggests that some elective courses be offered. | Three elective courses have been developed. See Annex 1 Syllabus for more details. Students can choose their electives in the 2nd and 3rd semester of the program. | Choose an item. |
| That public information should focus more on providing specialized knowledge for each course and not just about the college. | As mentioned above in section 1, public information is upgraded with more specific details for each course. | Choose an item. |
| More on-line information on quality assurance approaches is needed. The quality assurance manual must be available on-line. | As mentioned above in section 1, Quality Assurance policies and procedures can be found in the college website as well as the Quality Assurance handbook. | Choose an item. |
| Furthermore, the EEC members strongly suggest the differentiation of the programme by introducing local cooking methods and by adding the following courses: a. Local – traditional cuisine b. Greek language and culture | Both courses have been added. See Annex 1 Syllabus for more details. | Choose an item. |
| The breakfast and brunch course (CUL 202) can be eliminated to provide space for the above. | Breakfast and brunch course have been eliminated from the program and gave space to one elective. | Choose an item. |
| Cooking methods and Preparation courses I, II and III can be renamed to clearly reflect the content of advanced cooking methods and preparations. Possibly merging some of the elements to make space for one course that focuses on people, diversity and bullying and harassment. | Cooking methods and preparation courses I, and II have been renamed to CUL100 Meat and Poultry and CUL110 Fish and Shellfish. CUL 200 was merged with CUL100 and CUL110 and gave space to one elective. | Choose an item. |

| | | |
|---|---|---|
| The course CUL201 title and content are to be redesigned as International and Local Cuisines to include the distinctive Mediterranean and Cypriot diets. | CUL201 was renamed and redesigned to Traditional Greek, Cypriot and Mediterranean Cuisine. Updated syllabus is included in Annex 1 Syllabi. | Choose an item. |
| The college should consider increasing the duration of the practical training of its students. | The college agreed and increase the duration to one month of practical training for students during summer period. | Choose an item. |
| Encourage students to take advantage of Erasmus and other exchange programs etc. | The college encourage students, lecturers and administration to participate in the Erasmus program. We organize Erasmus days to inform the students. Our Erasmus Officer is more than helpful and happy to support in any way the student's needs. So far, we had a couple of students that went for internship but for the upcoming year the participation of students, lecturers and administration have been increased. | Choose an item. |
| Provision of more specific mental health preparation, especially for a profession such as culinary arts, that the known hazards are not always physical, but psychological. Have students do personality and emotional intelligence tests. Teaching and learning individual assessment tools that can help students understand their learning style. The more the students learn, the better prepared they will be to manage their staff in the future to become better professionals. | The College recognize the need for more mental health preparation as well as diversity and bullying and developed the two courses Introduction to mental health and Managing diversity in the workplace.<br><br>Also, the college offers to students psychological support if and when needed from our experienced professionals. | Choose an item. |
| Students already enter competitions locally in Cyprus. We would encourage participation in international competitions. Competition within the European Union should be encouraged. Cyprus could showcase their International and local flair. | International activities and competitions are excellent ways for our students to develop transversal professional skills and gain valuable experience for their CVs. This is why at the College we encourage our students to participate in a variety of events on or off-campus throughout the academic year. We are proud of our students results in local competitions. We encourage participation in international and European competitions. Our instructors are by their side to support students participate in such events. | Choose an item. |
| Finally, the EEC would encourage the administration and lecturers at Ledra College to begin to forge greater relationships with the local industry. For example, industry partners can sponsor competitions, industry speakers can come into the classroom and share their knowledge and experience. | The college has established great relations and collaborations with the industry not only for the culinary but for each one of our programs. This is something that helps our students when they go to do their internships and of course after when they graduate. Also, industry experts have been sharing their knowledge during guest lectures as well as off campus where the students are visiting their organizations. The collage encourages and promotes networking and industry collaborations from both lecturers and administration. | Choose an item. |

## C. Higher Education Institution academic representatives

| Name | Position | Signature |
|---|---|---|
| **George Kakouris** | Principal | |
| **Georgia Mouzoura** | Academic Director | |
| **Alecos Constantinides** | Program Supervisor | |
| **Alexis Charalambous** | Head of Department | |
| **Rebecca** | Lecturer | |
| **Constantinos Afxentis** | Lecturer | |

**Date:** 09/03/2023