Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report
Program of Study

Institution: ………KES College………………………………..…………...............

District: ……Nicosia……………………………………………………………………

Name of the Program of Study in Greek:

… Γαστρονομικές Τέχνες-Αρτοποιία-και Ζαχαροπλαστική 2 έτη/120 ECTS Δίπλωμα..

Name of the Program of Study in English:

……Culinary Arts Bakery and Pastry (2 years / 120 ECTS Diploma)..…………………

Department: …………………………………………………………………………………

Language/s of instruction: …Greek…..……………………………………………….

Faculty: …… Culinary Arts, Hospitality and Tourism Management……………………

Program Status (check √ where applicable):

- ➢ New Program of Study: ………
- ➢ Currently operation Program of Study: …√……
  - • Registered but not evaluated ………
  - • Evaluated and accredited by SEKAP …√……
  - • Evaluated by the Cy.Q.A.A. and did not get accreditation ………

  Program Category (check √ where applicable):
- ➢ Conventional …√……

- ➢ Distance Learning ………

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Neil Rippington	Dean, College of Food	University College Birmingham, UK
Nikolaos G Stoforos	Professor	Agricultural University of Athens
Theodoros Varzakas	Professor	Technological Educational Institute of Peloponnese
Maria Mylona	Student	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the onsite visit meetings, and of the on-site visit to the infrastructures.

Each member of the External Evaluation Committee (EEC) received a full set of documents in preparation of the re-evaluation process in advance of the visit (18-10-18). The EEC also received all supporting documentation in accordance with the evaluation procedure. This allowed the EEC sufficient time to study the documents in detail.

The EEC visited KES College on the 21st November for a structured on-site visit. This included:

Presentations:

i. School structure and curriculum
ii. Feasibility study
iii. Equipment
iv. Academic staff

- Extra-curricular activities

- Weekly content lesson plans

- Laboratory evaluation form

- Log-book (sample)

The EEC met the following senior personnel from KES College

Mr. Petros Stylianou, General Director, KES College

Ms Chryso Chacholiades, Deputy Director General / Legal Advisor, KES College

Mr. Demetris Englezakis, Head of Academic Affairs, KES College

Mr. Panayiotis Hadjisymeou, Head of Culinary Arts, Hospitality and Tourism Management

Ms Calypso Charalampous, Curriculum Development Officer, KES College

Dr Angeliki Voskou, Educational Officer, KES College

Dr Dimitrios Sarris, KES Research Centre Coordinator, KES College

Mr. Chris Constantinou, Head of Student Affairs and Welfare Services, KES College

The EEC visited the following areas/facilities as part of the evaluation process:

- Classrooms
- Computer laboratories
- Seminar room
- Library
- Workshops
- Administrative staff offices
- Teaching staff offices
- Student Affairs and Services building
- Cafeteria
- Cooking laboratory
- Bakery and pastry laboratory
- Demonstration laboratory

The EEC had meetings with students (12) and academic staff (10).

The visit commenced at 09:00 and finished at 18:00, with one hour for a lunch break.

II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The application was generally very well prepared. The following provides an overview by chapter.

Chapter A - Program's General Profile:

The information provided in this chapter was complete and accurate.

The sample of the certificate (annex 6, page 421), refers to a certificate naming the generic program but does not appear to specify either of the two pathways/concentrations.

Chapter B - Program's Content:

The program's purpose and objectives is communicated with the intended learning outcomes. The program is designed with two pathways/concentrations:

1. Culinary Arts

2. Bakery and Pastry

The curriculum, including the structure of the program, courses per semester and the content of each course, were detailed as shown in tables 1 and 2, annex 1 (p59) and 2 (p63).

The EEC had some concerns regarding the equitability of the student admission requirements. In part (ii), candidates can enroll with five (5) IGCSE, although there is no reference to any specific subject requirements.

The EEC also questioned the number of accepted applicants per annum. The presentation informed the EEC that twenty four (24) places are available per annum, with a break-even point at twenty-one (21) student enrolments. This raises the question as to how KES College will respond to an application period where more applications that meet the entry criteria are received.

The section 'Student Transfers' are clear and sufficiently detailed.

Academic / Teaching personnel (15) and their qualifications are provided with their Curriculum Vitae attached. Annex 3 (p167-386) provides full biographical notes and teaching commitments for each member of teaching personnel. The program courses and teaching personnel teaching each course should read 'annex 2', not 'annex 3'.

Furthermore, courses/modules with different titles have the same course code. For example, MGMT 200 is referred to 'Entrepreneurship' on pages 40 and 66, but 'Principles of Management' on page 110.

Administrative structure could be elaborated further in the application, in line with the slides shown during the site visit as well as those available on the college's web site.

Regulations and procedures for quality assurance for the program of study are well elaborated.

Research activities for the teaching personnel were presented. Four (4) of seven (7) applications were successful and three (3) are in progress. This is at its initial stage with high expectations for growth and development in the future. Currently, no time is allocated (remission), in terms of a reduced workload/teaching commitments, to undertake research activities. This is an aspect/approach that will be considered in the future.

Feasibility study is well outlined and presented, although there appears to be little scope for contingency or a wider margin.

Student welfare mechanism for monitoring the sufficiency of student support is well documents.

The information concerning the infrastructure in annex 4 (p387-394) is covered in detail.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Organization of Teaching Work

Teachers generally teach, on average, 20/21 taught sessions per week (range 18 to 24).

The breakdown of theory to practical teaching on the Culinary Arts pathway/concentration is as follows:

- Theory teaching (58%) / 71 ECTS

- Practical teaching (35%) / 41 ECTS

- Practical training (7%) / 8 ECTS

The breakdown of theory to practical teaching on the Bakery and Pastry pathway/concentration is as follows:

- Theory teaching (56%) / 71 ECTS

- Practical teaching (37%) / 41 ECTS

- Practical training (7%) / 8 ECTS

    120 ETCS (60 per annum)

Teaching

Teaching is conducted in multiples of 55 minutes. In practical/laboratory sessions, this appears to be well suited, but in theoretical session less so. For example, theoretical sessions are not taught in single multiples but always grouped together in at least two sessions (110 minutes/1 hour 50 minutes). In addition, there was some evidence of dissatisfaction from students that this was tiring, particularly in afternoon sessions. From a staff perspective, the results from a questionnaire signified that that 86% of students do not enjoy theoretical sessions, whereas 72% enjoy more practical sessions.

Teaching personnel

Teaching personnel are well qualified in terms of their academic achievement and relevance to their teaching deployment:

- 6% (1)   - PhD
- 75% (12)   - Masters
- 13% (2)   - Bachelors
- 6% (1)   - Higher Diploma

In terms of teaching qualifications, there is not a formal requirement to hold a teaching qualification in this sector of education. Teacher training is an ongoing process with seminars planned before the beginning of each semester. This is split into two groups, one for experienced teachers and the other for new teachers.

A lesson observation scheme is also in place and the findings from lesson observations records areas of strength, those requiring improvement, and this in turn informs staff development.

Sharing of good practice and passing skills and knowledge from experienced teachers to new teachers is being considered and is currently at its developmental stage. It was suggested that teachers with skills in particular areas should share this good practice with colleagues across the college.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**

The purpose and objectives are consistent with the mission and strategy of the college.

Based on the nature of the course, the program content weighting seems to bias towards theoretical subjects.

Expected learning outcomes are published on Moodle, with brief course descriptions available on the KES College web-site. Students are aware of how to access this information utilizing these sources.

Students studying this program have the opportunity to access the Bachelor's program after two years of study, subject to achievement at 80% at this level. Additional (bridging) learning is also designed at this point to ensure a more successful transition for progressing students.

- **Structure and Content of the Program of studies**

Curriculum content is clearly defined. Learning outcomes are relevant and it is clear what students are supposed to achieve in terms

Parallel to ECTS, KES College has joined a partnership with six (6) other European countries through Erasmus+. The intention is to correspond with other PECVET units and further solidify alignment with the Bologna process.

The outcomes and the content of the program appear to be consistent over the two years and in line with the guidance of the Education and Assessment Certification Council (CEEC).

The program provides the opportunity for students to develop a broad set of skills and knowledge relative to the industries they will serve.

There is scope for contemporary thinking in terms of developments in science, arts, research and technology.

Students are given choices as to the time of the day they would like to study. Courses are offered in the morning or afternoon and students can select which option suits them best.

- **Quality Assurance of the Program of studies**

Although questionnaires are used to survey the views of students, the findings from the survey are not shared with the wider staff in a timely manner. It is recommended that the processes and findings/results from quality assurance systems should be made more transparent and open.

Data does not appear to be presented in detail at program level, making quality assurance and improvement targets difficult to set and measure.

The Internal Quality Commission supervises quality assurance processes across the college without any restrictions and assures that its judgement is based on purely academic factors.

- **Management of the Program of Study**

There is a clear semester-based framework in place, with logical schemes of work and a good spread of assessment across each course.

It is not sufficiently evident how management communicates clearly with the internal quality committee.

There is a clear organizational structure with roles defined as Head of Academic Affairs, Academic Committee and Program Coordinators.

Evidence suggest that the qualitative nature of feedback is lost when students complete questionnaires electronically. The advantage to this format, however, is the speed of turnaround for analysis. More constructive comments are typically provided when students complete hand-written questionnaires, but the collation time and analysis is slowed down significantly.

- **International Dimension of the Program of Study**

The college has had limited success in attracting visiting professors but is trying to improve this. One example where the College has succeeded is a visiting professor from Austria, who taught across Bakery and Pastry.

The EEC considered that the program was compatible with other institutions in Cyprus and internationally.

Students enter high quality placement and employment opportunities. Employability levels are high. Students completing the program also have the opportunity to progress to the Bachelors' degree (subject to achievement of 80%+ across the program). Therefore, progression opportunities are good in comparison with providers of corresponding programs.

- **Connection with the labor market and the society**

The program is highly relevant to the country of Cyprus as tourism is the highest revenue producing industry. Predictions for future growth and employment requirements remain on an upward trend

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The college has a research centre (KES Research Centre) which is in its infancy. Four (4) projects were identified and three (3) of these are ongoing.

There is the opportunity for students studying on the final year of Bachelors' programs to contribute to the research process.

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There is the opportunity for students studying on the final year of Bachelors' programs to contribute to the research process.

It is not a pre-requisite for the college to undertake research for this particular discipline. However, there is evidence that staff and students have a close working relationship with the industry and regularly brings back findings into their teaching and

student experience. There is the recent development of the research Centre and the intentions this has to align with programs going forward.

Research has been incorporated into the course content, although this is at a very early stage.

Resources are limited and there is some use of external agencies/laboratories to support research activity. The facilities that are available are accessible to staff and students.

There is evidence of the publication of journals as well contributions to conference material, including recent examples during 2016, 2017 and 2018.

Although this is a relatively new project for the college, the initial work undertaken is promising. There is scope for this to widen this across the organization and, in particular, to the program area being evaluated.

Internal funding is provided as an incentive to staff to participate in research activity, with an additional contribution if this leads to publication or inclusion in a conference. This appears to be comparable with similar organizations.

Although the engagement of academic teaching and administrative personnel is evident, the participation of students remains unclear and needs to be further justified.

Although there is training to write up papers and projects, training in research needs further consideration. However, there is no formal requirement for academic research to underpin this program.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**

Student Affairs Services provide the following:

- Student welfare services
- Admissions and student services
- Consulting services
- Student affairs
- Student support
- Student life and activities
- Immigration student affairs
- European programs (Erasmus+)
- Student council
- Alumni
- Career advice
- Business networking

The infrastructure is well established and staff are well qualified.

There is little evidence of assessment, other than through questionnaires.

- **Infrastructures / Support**

The library is well stocked and there is evidence of the purchase of addition and updated titles. Relevant industry-based magazines and journals were also available.

Moodle is used effectively and administered excellently by the Student Welfare Officer.

Generally, facilities are of high quality; however, the practical laboratories are relatively small restricting the personal workspace for each student.

Equipment is of high quality and is in sufficient supply to allow access for all students. Teaching spaces have access to the internet and are air-conditioned.

Teaching material is adequate and in sufficient supply. This is accessible to students prior to the commencement of the program.

There is evidence of library staff consulting with program coordinators to bring in recent and updated publications. This is ongoing.

Prior to the commencement of each semester, teaching staff attend a seminar to reflect on teaching practice (one for new teaching staff and one for experienced staff). An educational officer is deployed to support the staff in this field. A lesson observation scheme, with a supporting mechanism, is also in place throughout the academic year.

- **Financial Resources**

Investment in resources to support the development of the program was evident. Equipment is current and resources generally of a high quality. Staff are encouraged to engage in research activity as well as to remain updated in industry practice and cultural awareness by engaging with industry and becoming involved in international partnership projects.

It would appear that financial budgets are managed within a framework administered by institutional academic bodies.

Remuneration is comparable to other personnel of the respective institutions in Cyprus.

The EEC considered student tuition fees to be consistent to those of other respective institutions.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The program was originally evaluated for delivery in 2015 and has been running effectively since. The program has recruited reasonably well during this period and is currently in the position to be re-evaluated.

Areas of good practice include:

- Teachers and students also working in industry, keeping up-to-date with trends and developments, establishing links and contacts for collaboration.

- Structure and content of the program of study

- Clarity of content and learning objectives

- Assessment and feedback

- The ratio of teaching staff to students

- Employment of full-time teaching staff to provide stability and consistency

- Student welfare and support

- E-learning platform (Moodle) and e-library

- Student feedback and recommendations. Students' enthusiasm for the program and reasons for choosing the program.

- Supporting resources and equipment

- Clarity of progression opportunities, harmonization of ECTS credits

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

- Extra-curricular activities

- Social responsibility and contribution – for example, cooking for patients in hospital, free Greek language courses for refugees and asylum seekers

- Training for teachers before the start of each semester.

- The introduction of the KES Research Centre

Weaknesses:

- Some policies and procedures missing (written) – e.g. complaint handling

- Quality assurance procedures are not formalised, although there is evidence of committee meetings.

- Completing the student survey/questionnaire in a timely manner, providing outcomes/data to teaching staff and students so that improvements can be made.

- Supporting students who are experiencing difficulties with their program.

Suggestions for Improvement:

- To address the imbalance between theoretical and practical courses, increasing the active nature of theoretical teaching and learning.

- Further internationalization of the curriculum, increasing the number of cuisines explored.

- Management of the 55 minute lessons, particularly in theory teaching where multiple sessions are taught together.

- Encourage students to use library facilities.

- Encourage teachers to engage in wider research activity, perhaps dedicating time to facilitate this.

- Explore the possibility of developing realistic working environments (e.g. public restaurant) to provide a real-time service opportunity for chefs and front-of-house/hospitality students with real (internal/external paying) customers.

- Curriculum development suggestions to consider in the inclusion of existing courses:

i. Sustainability (waste, purchasing, seasonality, ethical trading, etc.)

ii. New product development

iii. Sensory evaluation

- To update references in teaching notes – e.g. the course in 'Health and Safety'

- To include the specific pathway/concentration/direction on the final diploma (certificate)

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: …KES College………………………

Program of Study: …Culinary Arts Bakery and Pastry Diploma………………

Duration of the Program of Study: …2 years……………………….

Evaluation Date:…22/11/18………………………

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable **for each quality standard/indicator**.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

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

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Neil Rippington	Dean, College of Food	University College Birmingham, UK
Nikolaos G Stoforos	Professor	Agricultural University of Athens
Theodoros Varzakas	Professor	Technological Educational Institute of Peloponnese
Maria Mylona	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: …21/11/18…………………….

Duration of the On-Site Visit: …9 hours………………………………

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						√
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				√		
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					√
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					√
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					√
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					√
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					√
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					√
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities			√		
	1.1.4.2	library				√	
	1.1.4.3	infrastructure				√	
	1.1.4.4	student welfare					√

					√	
	1.1.4.5	academic mentoring			√	
1.1.5		A policy for regular and effective communication, between the teaching personnel and the students, is applied.			√	
1.1.6		The teaching personnel, for each course, provide timely and effective feedback to the students.				√
1.1.7		Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			√	
1.1.8		Control mechanisms for student performance are effective.				√
1.1.9		Support mechanisms for students with problematic academic performance are effective.		√		
1.1.10		Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic workload.			√	
1.1.11		The program of study applies an effective policy for the prevention and detection of plagiarism.			√	
1.1.12		The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.1 – The admission requirements have been stated in the internal regulations of the college and approved by the ministry of education.

1.1.2 - The allocation of space for practical training ranged between two (2) students working in the bakery/pastry practical/laboratory to 9 students working in the cookery practical/laboratory.

The EEC questioned the student experience when only 2 students are enrolled on a programme (Bachelors in Bakery and Pastry) and also the risk attached to one student potentially withdrawing from the program at any stage.

However, in the kitchen practical, space was very tight and students struggled to find sufficient space to work in. Nine (9) students worked around one central island space. Kitchen laboratories range from 31 to 35 square metres.

1.1.3 – Communication towards students is achieved via Moodle. This appears to be very effective.

1.1.3.4 – Assignments and reports are provided for various courses. Placement of all students in appropriate organisations is carried out for the implementation of practical training.

1.1.4.1 - The EEC only met first year diploma students engaged in practical work on the day of the visit, alongside a small number of students of students on the Bachelor's program. Please refer to the comments made in 1.1.2 with reference to some slight concerns regarding the size of facilities.

1.1.4.2 to 5 – All facilities were adequate and in accordance with the requirements of the program.

1.1.5 – This appears to be effective with the use of the e-platform – Moodle. Communication is effective and immediate during and following classes with examples of immediate feedback. However, a formal communication policy was not available.

1.1.6 - Communication following classes includes students self-evaluating their performance in advance of receiving formal feedback from teachers. This process was witnessed by the EEC during the site visit and felt that this presented an example of excellent practice.

1.1.7 – Student support is carried out by program coordinators who also act as academic advisors and mentors. Additionally, support is provided through the Student Welfare Department and the e-platform (Moodle) across a wide variety of platforms. However, a written procedure was not available.

1.1.8 – Student performance is monitored through theoretical and practical sessions, via assignments, presentations, mid-term examinations and final written examinations. In terms of students' active participation, students gain 10% towards their final mark. Assessments are also based on a mixture of individual and group-work. There is a minimum expectation of 60% achievement to pass each course.

1.1.9 – Problematic academic performance is referred to the Student Advisor in the first instance. Beyond this, if there is no satisfactory resolution, the case is referred to the Student Welfare Services.

1.1.10 – The timetable for communication with each advisor is communicated to all students, although no evidence to support this was available.

1.1.11 – This is achieved through the use of 'Plagscan' software.

1.1.12 - A complaint box is available for students (anonymously) or they can file complaints directly to Program Coordinators. Students can also voice concerns through the student survey/questionnaires. Complaints are reviewed through various committees and a resolution is sought/established.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study - 12

β) the countries of origin of the majority of students - Cyprus

γ) the maximum planned number of students per class-section -12

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					√
1.2.2	The methodology of each course is suitable for adults.					√
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					√
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					√
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				√	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					√
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.1 – The curriculum has been written and prepared by staff from the Department of Curriculum Design and Development (DCDD) and experts in the field. This includes the following teaching methodologies:

- Group activities
- Active participations
- Role distribution
- Laboratory practical lessons

- External lecturer visits
- Case studies
- Lectures
- Research study and exploration
- Professional practice in enterprise/industry
- Projects
- Active student demonstrations

1.2.2 – Morning and afternoon course options are available to students, providing an option to organize work and general external commitments around their studies. Teaching and learning methodologies are designed to suit a wide variety of age groups and preferred learning styles.

1.2.3 – A range of assessment tools is evident across all courses through various forms of formative and summative assessment. Feedback is continuous throughout the delivery of each course.

1.2.4 – A written policy is in place and is applied internally. This is subject to approval by the Ministry of Education.

1.2.5 - There is a wide range of learning activities evident including role-plays, group activities, visits, attendance at conferences and exhibitions as well as sessions held with industry experts and alumni. However, theory teaching could be more dynamic, student-led and active, with mixed activities to support students who require further guidance as well as stretch, challenge and differentiation.

1.2.6 – Moodle is being used effectively as an e-learning and e-communication platform. Technology is also available throughout teaching spaces and this offers access to current technologies. This is in consistent with other international standards.

1.2.7 – Teaching material could be improved/updated, taking into account more modern bibliographies. As a potential tool to avoid plagiarism, students could be asked to place references within the text, rather than only at the end in the bibliography.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					√
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					√
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.		n/a			
	1.3.2.2 Publications within the discipline.		n/a			
1.3.3	The specializations of Visiting Professors adequately support the program of study.					√
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.		n/a			
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.		n/a			
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					√
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					√
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					√
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			√		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					√

1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 - Teaching staff appeared to be dynamic and well connected to the industry with recent and ongoing access. The staff profile is relatively young, in comparison with many similar organizations. This should be recognized positively, particularly with so many examples of teaching staff having current access to the hospitality industry in a variety of roles and levels.

1.3.3 - Due the vocational nature of the program, the program is supported by industry experts and alumni who have achieved very well in the industry.

1.3.6 - With the exception of one member of staff (Higher Diploma and significant industry experience), all other members of teaching staff hold Bachelor's and Master's degrees, with one holding a doctorate qualification.

1.3.7 – Most of the program delivery is covered by full-time teaching staff. This ensures stability, enhances quality assurance and promotes success.

1.3.8 – The ratio of lectures to students is very high. This appears to be in the region of one (1) to three (3) and four (4).

1.3.9 – Formal research is at the beginning of its life within a research department. Research activities for the teaching personnel were presented. Four (4) of seven (7) applications were successful and three (3) are in progress. This is at its initial stage with high expectations for growth and development in the future. Currently, no time is allocated (remission), in terms of a reduced workload/teaching commitments, to undertake research activities. This is an aspect/approach that will be considered in the future.

1.3.10 – Similarly to 1.3.1, the age profile of the staff does not signify any retirements within five (5) years. There is also no evidence that redundancies are foreseeable during this period.

1.3.11 – The program coordinator has appropriate academic and professional qualifications alongside a depth of industry and teaching experience.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS							
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	1	2	3	4	5	
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					√	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					√	
2.1.3	Conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			√			
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				√		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					√	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				√		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.1 – The purpose and objectives are consistent with the mission and strategy of the college.

2.1.1 – This is achieved through collaboration with bodies such as the Chef's Association and external voice (industry, alumni, international trends)

2.1.3 - There is evidence of correspondence with a local chefs association. There is little extra information in terms of relevant professional or vocational bodies.

2.1.2 – Based on the nature of the course, the program content weighting seems to bias towards theoretical subjects.

2.1.3 – Expected learning outcomes are published on Moodle, with brief course descriptions available on the KES College web-site. Students are aware of how to access this information utilizing these sources.

2.1.4 – The design is appropriate to the expected learning outcomes, taking into account the potential imbalance of theory and practical.

2.1.5 – Students studying this program have the opportunity to access the Bachelor's program after two years of study, subject to achievement at 80% at this level. Additional (bridging) learning is also designed at this point to ensure a more successful transition for progressing students.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					√
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					√
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					√
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					√
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				√	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					√
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				√	

2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			√	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.1 – Curriculum content is clearly defined. Learning outcomes are relevant and it is clear what students are supposed to achieve in terms

2.2.2 – Parallel to ECTS, KES College has joined a partnership with six (6) other European countries through Erasmus+. The intention is to correspond with other PECVET units and further solidify alignment with the Bologna process.

2.2.3 – Logical development of learning strategy is evident.

2.2.4 – The outcomes and the content of the program appear to be consistent over the two years and in line with the guidance of the Education and Assessment Certification Council (CEEC).

2.2.5 – The main evidence of general educational courses is from the inclusion of mathematics (applied), English (professional) and Computer Science. There are some generic contributions from courses in Health and Safety.

2.2.6 – The program provides the opportunity for students to develop a broad set of skills and knowledge relative to the industries they will serve.

2.2.8 – There is scope for contemporary thinking in terms of developments in science, arts, research and technology.

2.2.9 - Students are given choices as to the time of the day they would like to study. Courses are offered in the morning or afternoon and students can select which option suits them best.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

Unknown

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				√	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					√
	2.3.2.2 the members of the administrative personnel					√
	2.3.2.3 the students.					√
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				√	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.1 – Although questionnaires are used to survey the views of students, the findings from the survey are not shared with the wider staff in a timely manner. It is recommended that the processes and findings/results from quality assurance systems should be made more transparent and open.

2.3.2 – There is clear evidence that all three groups are involved in quality assurance processes.

2.3.3 – Data does not appear to be presented in detail at program level, making quality assurance and improvement targets difficult to set and measure.

2.3.4 – The Internal Quality Commission supervises quality assurance processes across the college without any restrictions and assures that its judgement is based on purely academic factors.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.			√		

2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				√	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.			√		
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					√
2.4.5	Information relating to the program of study are posted publicly and include:					
	2.4.5.1	The provisions regarding unit credits				√
	2.4.5.2	The expected learning outcomes				√
	2.4.5.3	The methodology				√
	2.4.5.4	Course descriptions				√
	2.4.5.5	The program's structure				√
	2.4.5.6	The admission requirements				√
	2.4.5.7	The format and the procedures for student assessment				√
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					√
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.			√		
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.1 – There is reference made to clear procedures but these have not been submitted in writing for the EEC.

2.4.2 – The is a clear semester-based framework in place, with logical schemes of work and a good spread of assessment across each course.

2.4.3 – It is not sufficiently evident how management communicates clearly with the internal quality committee.

2.4.4. – There is a clear organizational structure, although the role titles differ to the ones outlined in this criterion (Head of Academic Affairs, Academic Committee and Program Coordinators)

2.4.5 – All information is published on Moodle, the KES College website and the Student Guide.

2.4.6 – The diploma supplement conforms to the European standard (EUROPASS)

2.4.7 – Evidence suggest that the qualitative nature of feedback is lost when students complete questionnaires electronically. The advantage to this format, however, is the speed of turnaround for analysis. More constructive comments are typically provided when students complete hand-written questionnaires, but the collation time and analysis is slowed down significantly.

2.4.8 – The college operates within the regulations of transfer of credit agreements.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training – 8 ECTS are allocated to practical training acroos the program (120 ECTS)

- In which semester does practical training takes place? – During the summer periods.

- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification – N/A

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					√

		1	2	3	4	5
2.5.2	The program attracts Visiting professors of recognized academic standing.			√		
2.5.3	Students participate in exchange programs.				√	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.1 – The college is currently collaborating with six (6) other colleges across Europe, linked through Erasmus+ projects.

2.5.2 – The college has had limited success in attracting visiting professors but is trying to improve this. One example where the College has succeeded is a visiting professor from Austria, who taught across Bakery and Pastry.

2.5.3 – Participation is evident through the Erasmus+ program. Participation numbers between 2016 and 2018 include two (2) teachers in Austria, three (3) visits from administrative personnel (two (2) staff). Four (4) students (two (2) in Greece, one (1) in Italy and one (1) in France).

2.5.4 – The EEC considered that the program was compatible with other institutions in Cyprus and internationally.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

Students enter high quality placement and employment opportunities. Employability levels are high. Students completing the program also have the opportunity to progress to the Bachelors' degree (subject to achievement of 80%+ across the program). Therefore, progression opportunities are good in comparison with providers of corresponding programs.

2.6	**Connection with the labor market and the society**	**1**	**2**	**3**	**4**	**5**
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				√	

		1	2	3	4	5
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					√
2.6.3	Benefits, for the society, deriving from the program are significant.					√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.6.1. – Feedback is received from graduates and also from professionals in the field of culinary arts.

2.6.2. – A high rate of employability is indicated.

2.6.3. – The program is highly relevant to the country of Cyprus as tourism is the highest revenue producing industry. Predictions for future growth and employment requirements remain on an upward trend.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	**Research - Teaching Synergies**	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				√	
3.1.2	New research results are embodied in the content of the program of study.				√	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			√		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				√	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				√	

3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				√	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			√		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			√		
3.1.9	Student training in the research process is sufficient.			√		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.1 – It is not a pre-requisite for the college to undertake research for this particular discipline. However, there is evidence that staff and students have a close working relationship with the industry and regularly brings back findings into their teaching and student experience. There is the recent development of the research centre and the intentions this has to align with programs going forward.

3.1.2 – Research has been incorporated into the content, although this is at a very early stage.

3.1.3 – Resources are limited and there is some use of external agencies/laboratories to support research activity. The facilities that are available are accessible to staff and students.

3.1.4 – There is evidence of the publication of journals as well contributions to conference material, including recent examples during 2016, 17 and 18.

3.1.5 – Although this is a relatively new project for the college, the initial work undertaken is promising. There is scope for this to widen this across the organization and, in particular, to the program area being evaluated.

3.1.6 – Internal funding is provided as an incentive to staff to participate in research activity, with an additional contribution if this leads to publication or inclusion in a conference. This appears to be comparable with similar organizations.

3.1.7 – As the project is so new, it is difficult to evaluate and there is no formal policy to refer to.

3.1.8 – Although the engagement of academic teaching and administrative personnel is evident, the participation of students remains unclear and needs to be further justified.

3.1.9 – Although there is training to write up papers and projects, training in research needs further consideration. This stated, there is no formal requirement for academic research to underpin this program.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					√
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					√
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			√		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.1.1 – Student Affairs Services provide the following:

- Student welfare services
- Admissions and student services
- Consulting services
- Student affairs
- Student support
- Student life and activities
- Immigration student affairs
- European programs (Erasmus+)
- Student council
- Alumni
- Career advice
- Business networking

4.1.2 – The infrastructure is well established and staff are well qualified.

4.1.3 – There is little evidence of assessment, other than through questionnaires.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					√
4.2.2	There is a supportive internal communication platform.					√
4.2.3	The facilities are adequate in number and size.				√	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					√
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					√
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					√
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2.1 – The library is well stocked and there is evidence of the purchase of addition and updated titles. Relevant industry-based magazines and journals were also available.

4.2.2 – Moodle is used effectively and administered excellently by the Student Welfare Officer.

4.2.3 – Generally, facilities are of high quality, however, the practical laboratories are relatively small restricting the personal workspace for each student.

4.2.4 – Equipment is of high quality and is in sufficient supply to allow access for all students. Teaching spaces have access to the internet and are air-conditioned.

4.2.5 – Teaching material is adequate and in sufficient supply. This is accessible to students prior to the commencement of the program.

4.2.6 – There is evidence of library staff consulting with program coordinators to bring in recent and updated publications. This is ongoing.

4.2.7 – Prior to the commencement of each semester, teaching staff attend a seminar to reflect on teaching practice (one for new teaching staff and one for experienced staff). An educational officer is deployed to support the staff in this field. A lesson observation scheme, with a supporting mechanism, is also in place throughout the academic year.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					√
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				√	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					√
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3.1 – Investment in resources to support the development of the program was evident. Equipment is current and resources generally of a high quality. Staff are encouraged to engage in research activity as well as to remain updated in industry practice and cultural awareness by engaging with industry and becoming involved in international partnership projects.

4.3.2 – It would appear that financial budgets are managed within a framework administered by institutional academic bodies.

4.3.3 – Remuneration is comparable to other personnel of the respective institutions in Cyprus.

4.3.4 – The EEC considered student tuition fees to be consistent to those of other respective institutions.

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS – N/A	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					

5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	

The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY – N/A	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The program has good structure and content. This compares consistently and rigorously with other institutions in Cyprus and internationally. Students appear to be happy with the program and have clear ambitions for their futures. Staff are well qualified and have high levels of industry experience. Due to the vocational nature of the program, it is not feasible to implement a distance-learning model.

Theory teaching currently outweighs practical and, considering the nature of the program, this should be analyzed. Students specifically state a preference for practical learning and teachers in surveys also identified this preference. In addition, the EEC suggests that the department should allocate some staff development time to examine ways in which to make theoretical learning more active and student driven to fully engage students in the teaching and learning process.

Topics that could be included within existing courses include new product development, sensory evaluation, further internationalization and issues considering sustainability.

Resources are of good quality and are current and fit for purpose. Physical space in the kitchen laboratories is restrictive and therefore it is recommended that student numbers are limited (e.g. 12 students split into 2 groups of 6) in order to provide them with sufficient personal space in which to develop practical skills and techniques.

The EEC suggests that policies for all quality assurance related matters should be formalized/documented, and once approved be made transparent to all stakeholders.

The possibility to explore the development of a realistic working environment, such as a training restaurant, would provide an additional and highly valued experience for students, linking operations from the kitchen, food service and hospitality management. This would also provide exposure to working with the general public, an additional potential source of income and a link with the wider hospitality industry in Cyprus.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Neil Rippington	
Nikolaos G Stoforos	
Theodoros Varzakas	
Maria Mylona	

Date: …23/11/18…………………………

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