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Date:

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
CITY UNITY COLLEGE
- **Town:** NICOSIA
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Τμήμα Φιλοξενίας - Department of Hospitality
- **Programme of study- Name (Duration, ECTS, Cycle)**

## InGreek:

Γαστρονομικές Τέχνες (4 Έτη, 257 ECTS, Πτυχίο)

## In English:

Culinary Arts (4 Years, 257 ECTS, Bachelor of Arts)

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

**In Greek:** 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].

**In English:** Concentrations

## A. Introduction

On behalf of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, we the panel of the External Evaluation Committee (hereafter) EEC met on Friday 27, 2022 virtually to evaluate the full application of the City Unity College for the provision of a BSc Culinary arts (Γαστρονομικές Τέχνες), provided through their Department of Hospitality. The preset agenda required that we met remotely with the Head of the Institution and the members of the Internal Evaluation Committee (IEC), the Head of relevant departments and Programme Coordinator, Faculty Members, meeting with students and Administrative Staff. A preview of the Culinary Arts facilities were available per video. As a committee, we went through the application documents submitted individually and collectively to gain in-depth knowledge about the programme under discussion. Further the committee met pre-and post the evaluation meeting, to ensure objectivity of our decisions. The committee suggested changes for the Culinary Arts programme, the City Unity College review some of the recommendations/conditions and submitted a new layout of the course, considering our preliminary discussions. The committee is satisfied to have had a comprehensive review of the programme and is impressed by the commitment, enthusiasm and positive feedback from all. In the following sections, we have further detailed aspects of the evaluation process which we followed in order to arrive at the conclusions and recommendations we made.

The External Evaluation Committee (EEC) of the program Culinary Arts using a remote (online) presentations

The online site visit took place according to the following schedule

The times indicated below are in CY Time.

### 10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

*[10 minutes]*

- Chair: Associate Professor Amalia Tsiami, University of West London
- Member: Professor Maria Papageorgiou,
- Member: Lecturer Evangelia (Lia) Marinakou, Bournemouth University
- Student member:

### 10:10 – 10:30

- A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution

*[20 minutes]*

Mr Ilias Philippou presented the work that the City College is progressing following the Covid-19 challenges and the way to feel the gap in the professional development of students as well as the needs of the current job market in Cyprus.

At the discussion were present the following Mr Chris Constantinou, Prof Constantinos

Charalambous, Prof Ioannis Violaris, Mr IordanisKatemliades and Mr Savvas Savva who is the person that designed the programme and Head of Culinary Programme.

**10:30 – 10:50**

- A meeting with the members of the Internal Evaluation Committee. Short Presentation of the Internal Quality procedures. Presented by Prof Constantinos Charalambous.
- The members that were present are the following
- Present Prof Ioannis Violaris, Mr IordanisKatemliades, Mr Savvas Savva, Dr Chrysostomi Maria Kyrillou

**10:50 – 11:30**

- A meeting with the Head of the relevant department.
- *Names of participants:* Mr Ilias Philippou, Mr Chris Constantinou, Prof Constantinos Charalambous, Prof Ioannis Violaris, Mr IordanisKatemliades

Short presentation of the School's / Department's structure

*[40 minutes]*

**11:40 – 12:40**

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development

*[60 minutes]*

Mr Savvas Savva presented the structure of the programme and different specialisations that students could have considering the direction that they would take.

*Names of participants:* Mr Ilias Philippou, Mr Chris Constantinou, Prof Constantinos Charalambous, Prof Ioannis Violaris, Mr IordanisKatemliades

**12:40 – 13:00**

- A meeting with members of the administrative staff.

*[10 minutes]*

- Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

*Names of participants:* Mrs Eleni Kalli, Ms Evi Neofytou, Ms StaloPanteli, Mr Yiannis Korfiotis, Mr FiliosPetrou

**13:00 – 14:00**

- *Lunch Break*

*[60 minutes]*

**14:00 - 15:00**



- A meeting with members of the teaching staff on each course for all the years of study (QA session).
  - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
  - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
  - Discussion on assessment criteria, samples of final exams or other teaching material and resources.

*[60 minutes]*

*Names of participants:* Mr Marios Hadjiosif, Mrs Galina Berjozkina-El Dzamila, Dr Zanete Garant, Mr Andreas Constantinou, Ms Varvara Antoniou, Ms Nastazia Solomonidou, Mr Eftathios Kolongou, Mr Joseph Hadjiantonis, Dr Chrysostomi Maria Kyrillou, Dr Yiannis Paschalis, Mr Marios Timinis, Mr Yiannis Toumbas. Some of the faculty members were not present at the meeting as the college had a visiting professional Pastry Chef demonstrating to students.

**15:00 – 15:30**

- A meeting with students and graduates only

*[30 minutes]*

*Names of participants:* Ms Sarah Zayat studied Culinary Arts (2 Years, 120 ECTS, Diploma), Mr Andreas Kassinou studied Master of Business Administration - Pathway Hospitality Management

**B. External Evaluation Committee (EEC)**

<i>Name</i>	<i>Position</i>	<i>University</i>
Amalia Tsiami	Associate Professor	University of West London
Evangelia Marinakou	Senior Lecturer	Bournemouth University
Maria Papageorgiou	Professor	International Hellenic University
Charalambia Karatzaidou	Student	Tepak
Name	Position	University
Name	Position	University

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

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

#### **Findings**

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

#### **Strengths**

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

#### **Areas of improvement and recommendations**

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 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.*

## Findings

Based on the application documentation, the on-line (onsite) visit, extensive talks with students, faculty and administrators the program is convincingly filling a needed gap in the industry as well as the need to support the existing students to continue their studies to the degree level. The City Unity College (CUC) has already a provision to the Diploma level.

*Program's purpose and objectives were clearly presented as well as the goals*

### **1.1 Policy for quality assurance**

During the discussion with the members of the management the EEC found that the quality assurance of the programme of this study follows the procedures designed for the rest of the programmes of the City Unity College (CUC).

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

- Executive Committee
- Academic Committee
- Faculty and Administrative Committee
- Disciplinary Committee
- Program Coordinator
- Student Affairs Committee
- Internal Quality Assurance Committee
- Ranking Committee
- Programmes Committee
- Research Committee
- Erasmus Committee
- Student Union

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

- The overall programme objectives do not reflect the learning outcomes expected for this programme of study at the undergraduate level. The course learning outcomes are also discussed extensively at 2.1. Those should be revised.
- As the current proposed programme is a degree level, it is expected and in-depth knowledge of the subject
- It seemed apparent that the programme was not designed by involving all stakeholders (academics) in the field as specific elements on the food science and underpinning theories in pastry, meat products and fish, cereal technology were not developed into depth.
- The CUC has impressive external links, academics and professional that contribute in enhancing the study experience of students.

- The CUC acknowledge the challenging times that the sector has during covid, however the hospitality industry is expanding and the need for well-equipped professionals at the culinary arts sector is increasing.

## 1.6 Public information

As the programme is going to be validated for the first time, the relevant information is not uploaded yet to the CUC website. The EEC committee however have seen other relevant courses and all the information has been published on the site. The selection criteria, learning outcomes of the courses and qualifications awarded are available. More specifically the following are published

- *selection criteria*
- *intended learning outcomes*
- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

## 1.7 Information management

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

The College invested heavily improving the infrastructure of the provision, by working at their laboratories.

### Strengths

1. The College has links with the industry and will further develop the links with the professional bodies, qualified staff with extensive experience in the industry.
2. The college invested heavily on facilities and equipment, improving the learning student experience.
3. They facilitate the professional development of the students and exposure to the industry. The opportunities that will be provided for the professional development are of paramount importance for the College.
4. Provide a Diploma Culinary Arts, demonstrating experience to run the programme at all academic levels
5. Experience to run academic programs at degree level as well as postgraduate level at different disciplines
6. Established quality assurance processing as per other provisions



### Areas of improvement and recommendations

Several issues came into light and needs to be addressed immediately in order to make the program robust academically as in this case the approval would be at the bachelor's degree rather than a diploma level.

1. We strongly recommend reviewing the learning outcomes of the degree to include the higher level of academic knowledge that is required
2. We strongly recommend reviewing the learning outcomes for all the modules. The learning outcomes should not be the content led the focus should be at the academic skills that the students should have completing the module. All learning outcomes should reflect the academic level for example at the first year of study words that could be used are: to describe, to understand, to interpret, for the third and fourth year of study words such as: to critically examine, to demonstrate understanding, to evaluate, to compare, to critically evaluate should be used. It is recommended to have 4 to 5 learning outcomes in each module. In some cases, the modules have 12 to 15 learning outcomes, which reflect the module content.
3. The content also of modules should include the theoretical underpinning. Currently the theoretical part of modules that have practical, is rather limited. The food chemistry, the changes that occur during processing (cooking) are not studied. For example, the pastry module should also include the information on lipid structure and how it affects the quality of the product, it should be geared to understanding processes and problem solving rather than skills, especially in year 3 and 4 of the study.
4. We strongly recommend that the module ΕΙΣΑΓΩΓΗ ΣΤΗΝ ΥΓΙΕΙΝΗ ΚΑΙ ΑΣΦΑΛΕΙΑ ΤΡΟΦΙΜΩΝ should be explicitly include only content related into food hygiene and microbiology. The content is internationally known to include food born microorganisms, pathogens, ways to control the microbial growth, limit cross contamination. The effect of processing should also be discussing the way that microorganisms grow and ways of preservation.
5. We recommended that the class e-Portfolio be connected to the internship and be used as a final presentation project assignment that all students should do as a part fulfilment of the requirements to be awarded the Certificate from the College. The main goal of the Portfolio should be to help students track their learning experiences. As they prepare themselves for the labour market they should be able to reflect on themselves and formulate goal for the future and decided what actions should be taken. These could be embedded in module in the final semester (Professional Development Module – including The Internship and the Portfolio Writing and Presentation).
6. We strongly recommend reviewing some titles of the modules i.e. Επιστήμη Τροφίμων και Τεχνολογία Διατροφής. The aim and learning outcomes lack focus. Nutrition seems to be part of the module; however those principles were met at a different module. The food science is not a strong part of the module as it is expected to be. The term "Τεχνολογία Διατροφής" is not scientifically valid



7. We strongly recommend synchronising the learning outcomes with content i.e. Παρασκευή Ψαριών και Οστρακοειδών, the learning outcomes are focused on the practical skills (cooking skills). The theory also includes the nutritional information about the sea food; however this is not presented at learning outcomes. We strongly recommend including the theoretical underpinning (as discussed above) on these modules in nutrition and food technology. Similarly, this strategy could be applied to other modules such as Αρτοποιία II, where the science could be presented and examined as part of the learning outcomes. Other examples could be used such as Μεσογειακή Κουζίνα.
8. Sustainability is a theme that is very important for the chefs and should be discussed along the modules of vegetarian and vegan diets.
9. The subjects that are delivered at the third and fourth year of study should have an emphasis at the theoretical underpinning of the module rather than the practical. The subjects that include culinary practical skills should be presented at the earlier parts of the degree. As an example, the subject Μοριακή και Σύγχρονη Κουζίνα; includes basic information on emulsions, clouds, gels. The emulsions should be delivered at an earlier part of the curriculum, i.e. when mayonnaise is introduced. Four hours to prepare a gel are far too many at this level. Theory is more important and NPD (new product development)
10. We strongly recommend to review the ECTS in relation to the contact hours and home work that students have to commit to in order to achieve the learning outcomes (usually 25-30 hours per 1 ECTS per semester). Such study should include the extensive reading that requires to have a better understanding of the theoretical elements of the course. The culinary arts students could be examined on those using assignments rather than exams to demonstrate an in-depth knowledge.
11. As the programme will be delivered in English, it is expected that the information (module, summary, aim and objectives, learning outcomes) should also be available in English.

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

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

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

### Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment

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

#### Standards

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

### 2.2 Practical training

#### Standards

- *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

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

The program under evaluation falls at the level 6 of studies (240 ECTS) and will offer a bachelor's degree (Ptychion). The Committee noted that the learning outcomes of the new program do not match those of standard qualifications of bachelor degree. The bachelor's holder is expected to have "advanced knowledge of a field of work or study, involving critical understanding of theories and principles", possess "advanced skills and have the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study" and to be able "to manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups" (Ministry of Education Culture, The Referencing of the Cyprus Qualifications Framework to the European Qualifications Framework for Life Long Learning - Cyprus Qualifications Framework 2017). In the opinion of the committee there is no full compliance with the requirement of level 6 of Studies (240 ECTS) specifically for the provision of advanced knowledge in a field of work or study, which implies a critical understanding of theories and principles

Therefore, it is proposed to reform the program of study in terms of the level of knowledge provided and to update the number of ECTS from 257 to 240.

Currently all subjects offered are compulsory

The outline of each course lists the ECTS credits, the aim of the course, the responsible teacher, the learning outcomes, the detailed content of the course, the teaching methodology, the bibliography and the assessment methods. The possibility of alternative ways of examination with variable gravity is also recorded. The detailed content of some courses is considered too extensive and not corresponding with the effective teaching hours

The teachers use a fully functional electronic training platform (moodle) to upload course material. Adequate and modern learning resources are available to future students, including facilities and equipment, library and online library material. In general, the student-centered approach to teaching is facilitated by the small number of students per class, which is particularly important for laboratory exercises.

Students have the opportunity to work independently, propose a research topic, submit a report and deliver a presentation in the framework of their final year project assigned with 12 ECTS (Πτυχιακή Μελέτη).

### 2.2. Practical training



- Theoretical and Laboratory courses are not well balanced. The practical training outweighs the theory which is expected to a certain degree from the nature of the programme but care should be taken to secure the theoretical background by enhancing its role.
- As mentioned in the application, 3 internships (Internship I, II and III) will be conducted in the summer months of the first 3 consecutive years (mainly June - July) and will last 170 hours each. The logbook of the internship (2022.04.11 Student Practical Training Logbook) is not in line with the estimated duration of the Internship 3X 170 hours); it is recommended that the logbook should change to follow the information provided for the module.
- The ECTS (3x5 = 15) attributed to the 3 Internships is advised to be confined to 2 periods of Internships and be upgraded to 12 ECTC (6 ECTSs each) The duration of the 2 internships (approximately 12 weeks) will be still sufficient for the application of the skills acquired by the student in the Program. As mentioned to the EEA, the Internship offers employment opportunities to students after graduation.

### 2.3 Student assessment

Assessment of the students is based on diverse assessment methods of different weight each. Formal procedures for student appeals regarding their assessment in individual courses appears to be in place.

Since this is a new Program of Study sample exam papers were not available for further evaluation by the Committee.

#### Strengths

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

- Application of participatory learning methods
- Use of a functional educational platform in the lessons
- Compulsory internship in suitable workplaces

#### Areas of improvement and recommendations

- It is strongly recommended to upgrade the learning goals of the program to match level 6 requirements i.e. revise the program of courses to enrich the curriculum with relevant scientific background, fine tune the subjects' sequence and expand the elective courses (currently none).

- A subject on Fundamentals of Food Ingredients, which will familiarize students with the techno-functional properties and applications of elements such as the proteins, the emulsifiers and the thickening agents in food preparation, is deemed essential for the chefs. Moreover, a course on the Technology and Quality Assessment of raw materials (dairy, fruits, fish, oil and fats, grains, meat) is also of essence. Some of those subjects are delivered as part of the practical, however the theory should stand on it's own
- It is proposed to reform the program of study in terms of the level of knowledge provided and to update the number of ECTS from 257 to 240.
- The content of each module should be proportional to the teaching hours and not too dense
- It is recommended (not essential) that CUC could make publicly available (on the website) all the essential information on the study programme, such as descriptions of the modules, learning goals, content, assessment methods as well as, information on the teaching personnel, etc. in order to enhance prospective students informed decision making.
- Care should be taken so that theoretical and Laboratory courses are more well balanced (see comments in Findings)
- The compulsory participation in Internships of 3 summer periods should be revisited as explained above

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

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

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

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

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

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

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

#### Standards

- *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

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

- Fair, transparent and clear processes for the recruitment and development of the teaching are in place.
- Proper performance appraisal system is in place. This takes place once a year and a process is detailed in the HR handbook. Further needs for training and development may be identified and actions are taken accordingly.
- During the pandemic seminars on online teaching and learning were offered.

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

- Teaching staff qualifications are up to date and in line with the training needs for the local labour market as they have professional experience in culinary arts.
- Recognised industrial representatives are planned to teach in the study programme to provide more industry-related knowledge.
- The teaching staff are regularly engaged in professional and teaching-skills training and development. Chef Lecturers are actively involved in projects such as TV work, delivering training to industry as well as seminars and conferences.
- The main concern is that the teaching staff has limited qualifications to teach at higher level in the programme (i.e. Final/fourth year) where further research should be incorporated in the teaching and learning.

### 3.3 Synergies of teaching and research

- Members of the teaching staff are supported with reduced workload and encouraged to develop their teaching skills and connect teaching with research by way of academic conferences and teaching seminars.
- Any research conducted in the college is NOT from teaching staff in culinary arts.

#### Strengths

- The College has sufficient number of staff that are well qualified background that covers the current needs of the underpinning programme. The staff engage with the industry and have professional experience in the industry.
- Research is evident and encouraged within the staff group where they take part in conferences and seminars.
- The College has sufficient number of staff that are well qualified background that covers the current needs of the underpinning programme. The staff engage with the industry and have professional experience in the industry.
- Research is evident and encouraged within the staff group where they take part in conferences and seminars.
- There is very good evidence of management support to professional development activities as team members already undertake further studies i.e. PG or PhDs and/or participate at Erasmus programme or undertake training on pedagogy.
- Student evaluation of academic staff is in place, with proper processes to use the data collected.

#### Areas of improvement and recommendations

If the Culinary Arts programmes have full intakes over the year the staff may find that they are overloaded with teaching and coordination responsibilities. This will need support in managing and delivering the programme. Most research is conducted by other members of staff that specialize in areas such as entrepreneurship, tourism, marketing. Even the journal is more generic and is not clearly linked to culinary arts research. Academics teaching in the programme should be encouraged to conduct research relevant to their specialisation. Academic staff members should be encouraged to undertake further postgraduate studies in culinary arts management. Peer observation policy could be introduced for teaching and learning enhancement purposes.



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

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

#### 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

#### 4.1. Student admission

Student admission requirements are effective and are publicly available. It is not clear whether a scoring system will be applied in the case of excess applications.

#### 4.2. Student progression

Keeping of digital records of the performance of students and graduates is done in a systematic way by the Secretariat. The pass grade is 60%.

Counseling is in place as there is an academic advising system in place. The program coordinator offers such support to students as well. Discussion is also provided by individual course leaders who provide feedback to students on their performance and student experience. There are also mechanisms to offer social support.

Different committees are in place such as the Student Affairs Committee which includes student representatives. Program Committee meetings are also organized to discuss the programs, their content, their delivery as well as any other issues raised by students and staff. All items are recorded and actions are taken when required.

#### 4.3. Student recognition





The level of education offered corresponds to the (European) level 6 and full-time study of 8 semesters with 13 weeks of teaching per semester with 257 ECTS in total (European system of transfer and accumulation of credits) which must become 240.

The pass grade is 60% (see Annex 6 to the application) It is not clear if PLACEMENT IN HONORS' LIST or Distinguished list (Annex 6) is associated with rewards

Prior learning is recognized by the ECTS system applied

#### **4.4. Student certification**

From the Diploma Supplement sent to the EEC (from the Diploma in Culinary Arts) the EEA can not judge whether any Erasmus + motilities, the title of the dissertation, etc. are recognized. In addition, its Greek-language version is missing

#### Strengths

- Effective and well-defined student admission criteria
- Processes and tools for monitoring students' progression are in place

#### Areas of improvement and recommendations

Rewards established for students with exceptional Academic performance

Diploma supplement to follow the specifications of a Bachelor Degree/ Availability of DS in the Greek Language



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

### 5.1 Teaching and Learning resources

- There is a large investment in new facilities to support the culinary arts programme. Teaching rooms are adequate and well thought even if student numbers grow.
- The list of books on culinary arts is limited. Further resources on culinary arts management and marketing should be added.
- Students are provided with notes, further reading and other sources via the VLE (moodle).
- Sessions are recorded via e-class and uploaded for students to have access at any time.
- Not clear if students have access to e-library.

## 5.2 Physical resources

- New kitchens are developed and operating with a demonstration kitchen for small groups. The kitchen is new, modern, and fully equipped with the required working stations for teaching 16 students at the same time. Computers were also available so that students may access teaching material and other sources at the same time.
- Extensive range of infrastructure is in place with refrigerators, cooking stations, kitchen utensils and all required to deliver the practical aspect of the courses for the program.
- A restaurant, pastry and bakery are developed, which provide students with real-life experience in culinary arts.
- There are 2 computer labs with new PCs for students. Additional working space exists in the library area.

## 5.3 Human support resources

- All human support resources, practices, policies are in place. There is very good support system for students' wellbeing, academic experience, student life and academic learning.

## 5.4 Student support

- Students are informed about all the existing policies in the student handbook as well as at events that organized by admin support staff.
- Student mobility is supported as students participate at Erasmus+ programmes. A list has been provided.
- There are processes in place to support students with special needs.
- When the number of enrolled students is small the delivery may be limited to Greek. International students are transferred to the Greek programme and are facilitated and supported in their studies

## Strengths

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



Areas of improvement and recommendations

- The work in the restaurant, pastry and bakery is embedded in the curriculum to integrate further the practical with the theoretical aspect of the programme and its delivery.
- However, there is emphasis on the practical aspect and skills development rather than theoretical underpinning and the business/management element of such programmes. The modules should be redesigned to reflect the level of study, the progression from year to year, as well as the requirements for student knowledge and understanding at this level of study.
- Emphasis should be placed on the business/management nature of such programmes.
- More books and academic journals should be included in the list of recommended reading in each module descriptor.

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

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

- o regular meetings*
- o reports per semester and feedback from supervisors*
- o support for writing research papers*
- o 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:**

<b>Sub-area</b>		<b>Non-compliant/ Partially Compliant/Compliant</b>
<b>6.1</b>	Selection criteria and requirements	Choose answer
<b>6.2</b>	Proposal and dissertation	Choose answer





6.3	Supervision and committees	Choose answer
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#### D. Conclusions and final remarks

The College has good links with the industry and professional bodies.

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

- Equipment and facilities
- Investment and support for the department
- Effective use of digital technology (student platform)
- Student communication

The EEC committee would like to suggest areas of improvement:

- Review the curriculum (include the subjects requested at section 1 )





Several issues came into light and needs to be addressed immediately in order to make the program robust academically as in this case the approval would be at the bachelor's degree rather than a diploma level.

- It is strongly recommended to upgrade the learning goals of the program to match level 6 requirements i.e. revise the program of courses to enrich the curriculum with relevant scientific background, fine tune the subjects' sequence and expand the elective courses
- It is proposed to reform the program of study in terms of the level of knowledge provided and to update the number of ECTS from 257 to 240.
- We strongly recommend reviewing the learning outcomes for all the modules. The learning outcomes should not be the content led the focus should be at the academic skills that the students should have completing the module.
- The content also of modules should include the theoretical underpinning, especially in year 3 and 4 of the study.
- We strongly recommend a subject on Fundamentals of Food Ingredients, which will familiarize students with the techno-functional properties and applications of elements such as the proteins, the emulsifiers and the thickening agents in food preparation, is deemed essential for the chefs. Moreover, a course on the Technology and Quality Assessment of raw materials (dairy, fruits, fish, oil and fats, grains, meat) is also of essence.
- We strongly recommend that the module ΕΙΣΑΓΩΓΗ ΣΤΗΝ ΥΓΙΕΙΝΗ ΚΑΙ ΑΣΦΑΛΕΙΑ ΤΡΟΦΙΜΩΝ should be explicitly include only content related into food hygiene and microbiology. The content is internationally known to include food born microorganisms, pathogens, ways to control the microbial growth, limit cross

- contamination. The effect of processing should also be discussing the way that microorganisms grow and ways of preservation.
- We recommended that the class e-Portfolio be connected to the internship and be used as a final presentation project assignment that all students should do as a part fulfilment of the requirements to be awarded the Certificate from the College. The main goal of the Portfolio should be to help students track their learning experiences. The third summer the internship to be optional
  - We strongly recommend reviewing some titles of the modules i.e.Επιστήμη Τροφίμων και Τεχνολογία Διατροφής. The aim and learning outcomes lack focus. Nutrition seems to be part of the module; however those principles were met at a different module.
  - We strongly recommend synchronising the learning outcomes with content including the theory and practical skills We strongly recommend including the theoretical underpinning (as discussed above) on these modules in nutrition and food technology. Similarly, this strategy could be applied to all modules
  - Sustainability is a theme that is very important for the chefs and should be discussed along the modules of vegetarian and vegan diets.
  - The subjects that are delivered at the third and fourth year of study should have an emphasis at the theoretical underpinning of the module rather than the practical.
  - We strongly recommend to review the ECTS in relation to the contact hours and home work that students have to commit to in order to achieve the learning outcomes (usually 25-30 hours per 1 ECTS per semester).
  - As the programme will be delivered in English, it is expected that the information (module, summary, aim and objectives, learning outcomes) should also be available in English.
  - Support the research to other members of staff that specialize in area of Food studies / Culinary arts such as entrepreneurship, tourism, marketing.
  - Clarity and variety of assessment
  - Specific assessment should be designed for the fundamental practical skills.
  - To improve library resources and improve the books recommended as the same books are used across many modules
  - It is suggested that Greek language classes should be provided for non-Greek speakers



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>Amalia Tsiami</b>	
<b>Evangelia Marinakou</b>	
<b>Maria Papageorgiou</b>	
Charalampia Karatzaidou	
Click to enter Name	
Click to enter Name	

Date:22/06/2022