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CYQAA

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

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Doc. 300.1.1

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

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  American College

- **Town: Nicosia**

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

- **Department/ Sector: Hospitality and Tourism**

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

  Diploma in Culinary Arts (2 year, 120 ECTS)
  Δίπλωμα ςτιϛ ΜαγειρικέϛΤέχνεϛ(2 έτη, 120 ECTS)

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

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

Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The on-line audit was carried out on **29 March 2021**from 10:00 to 18:00 via zoom link with the participation of the members of the External EvaluationCommittee (EEC), the Director of the American Collegeand the Heads of the study program as well as with representatives of the teaching staff, the administrative staff, the graduates and students of the Culinary Arts Program. A representative of CYQAA was present throughout the meeting.

The process started with a presentation of the history and the administrative structure of the American College and the Program under evaluation, in particular, by the American College Director, Dr. Marios Americanos, and the Director of Academic Affairs, Dr Andreas Petasis. Subsequently, the EECmet with 4 members of the Internal Evaluation Committee about the educational procedures as well as the current quality assurance system of the institution.

The committee was informed in detail by the Head of the Department of Hospitality and Tourism,DrConstantinosIacovou,and the Program coordinator, Ms Maria Charitou, regardingtheadmission criteria for prospective students, the content of the study program, the learning outcomes and ECTS, the persons involved in the teaching, and other educational activities. The Committee then had the opportunity to ask questions and discuss with six members of the teaching staff, three representatives of the administrative staff (the Director of Administration, the Director of Admissions, and the welfare officer) as well as witheight studentsof the Program. No graduates were present.TheEEC was guided through a virtual tour of the infrastructure (workshops and classrooms) and had the chance to watch two sample lectures which were video recorded.During the on line meeting, the EEC asked for the provision of supplementary such as indicative teaching material (e.g.lectureppts), records of student and staff mobility under the Erasmus+ program,the Quality Assurance Manual and the General Regulation of Studies, three latest

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InternalEvaluation Reports, a file with detailed scores of students in the final exams of the courses, a copy of the completed teacher self-assessment form, the Diploma supplement issued at graduation, statistics on the entry and graduation of the students of the Program, the Faculty member overall evaluation form, student's faculty and course evaluation form, sample of mid-term and final exam sheets, the student orientation handbook, indicative staff development and research activities, a detailed table of laboratory hours and theory for respected courses, the logbook of training placement.Part of the above documentation was made available after the visit. However, the Committee would like to note that accessing these files on the google drive was a cumbersome procedure and by no means straightforward.

B. External Evaluation Committee (EEC)

Name	Position	University
Maria Papageorgiou	Professor	International Hellenic University
Antonia Matalas	Professor	Harokopio University
AdamantiniParaskevopoulou	Associate Professor	Aristotle University of Thessaloniki
Katerina Nikolaou	Student	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) *sub-areas*
    (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
    (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It ispointed out that, in the case of standards that cannot be applied due to the status of the HEIand/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.***

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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1. Study programme and study programme'sdesign 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 assuranceoftheprogramme 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 studentstotake on their responsibilities in qualityassurance*
    - *ensures academic integrity and freedomand 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)*
    - *isdesignedso that it enablessmoothstudentprogression*
    - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - *key performance indicators*
    - *profile of the student population*
    - *student progression, success and drop-out rates*
    - *students' satisfaction with their programmes*
    - *learning resources and student support available*
    - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

Findings

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

Policy for Quality Assurance
During the online site-visit, the External Evaluation Committee (EEC) had the opportunity to interact with four members of the College's Internal Evaluation Committee, namely DrLouca, Chair, Dr Americanos, Director of the College, DrPetasis, Director of Academic Affairs and DrIacovou, Head of the Department of Culinary Arts. EEC was informed that, in its full composition, the Internal Evaluation Committee comprises five additional members, namely two faculty members, one representative of the administrative personnel and two student representatives. The AC Quality Assurance, a guide outlining the various academic procedures at the unit was made available to the EEC.

Design, approval, on-going monitoring and review

EEC was informed that the Culinary Arts is being offered by the American College as a distinct Programme of studies since 2004. The process of program development was the product of an ad-hoc Committee comprised by faculty members and the Academic Directors. The unit has as a policy to review its curricula every two years, while major revisions are implemented whenever a well diagnosed need exists. The specific curriculum undertook its most recent revision in 2018.The unit's Director explained that expert visiting teachers had provided feedback on the structureof the curriculum.

The content of the program falls at the level of vocational training 5B (120 ECTS- Post Secondary certificates and diplomas 2 years).Thus, according to the European/National standards (https://proson.eoppep.gr/en/HQFLevels,http://www.cyqf.gov.cy/index.php/el/diagramma), program graduates are expected to "demonstrate comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge" (Knowledge); hold a wide range of cognitive and practical skills required to find creative solutions to abstract problems (skills), be able to manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur and be able to revise and develop both his/her personal performance and that of others(competences/, m.The Program's objectives particularly points 3 and 6, specifically mentioncompetences and skills at an "entry-level of food preparation" in contrast to the standards of level 5B above. Thus, the ECC strongly recommends that the program's objectives (listed below) are revisited to comply with the national standards.

1. To provide a solid academic, technical and intellectual background that will enable students to pursue higher studies in catering management or other related field.
2. To develop their critical judgment on the food industry.
3. To help students to gain a unique product of both knowledge and skills competencies and be ready to face the challenge of an entry level position in the Catering industry.
4. To develop a professional vocabulary of terms related to food and its preparation.
5. To learn and effectively practice technical skills in food preparation.
6. To acquire the attributes of an entry-level catering employee, including professional skills, organizational abilities, and food presentation artistry.

Students are expected to take compulsory and compulsory elective courses from 3 pillars: (A) General Education Requirements 30 ECTS credits (5 courses of 6ECTS each, out of 17 offered),(B) Hospitality Core Requirements 30 ECTS credits (5 courses of 6ECTS each, out of 8 offered) and (C) Major Requirements 60 ECTS credits (9 compulsory courses of total 60 ECTS). To the opinion of the EEC, not all the courses offered under pillar A serve the objectives of the study program and the number should be limited to those with relevance to the diploma awarded,e.gCSC102 Computer Applications, ECO101 Principles of Microeconomics, ENG101 English Communication, ENG102 English Writing, ENG201 Advanced English, FRE101 French Language, FRE201 French Language II, GRE101 Modern Greek, GRE201 Modern Greek II, MTH101 Mathematics, MTH102 Statistics). The remaining could be incorporated in a list of free elective courses

The Committee requested for documentation that would provide evidence on the implementation of the procedures outlined in the unit's Quality Assurance guide and, the day after the site-visitwas provided with the minutes of two meetings held by the unit's Academic Committee on the 2nd February 2019 and 14th June 2019 briefly outlining the decisions taken for revising specific curricula within the unit as well as for the discontinuation of specific programs. Additionally, the minutes of one meeting held by the Quality Assurance committee on the 17th July 2019 and the Review and Evaluation of the Culinary Arts Diploma Program of Study, a two-page report dated 3rd July 2019, were made available. Notwithstanding the absence of any reference to supporting data that back up his assertions, the programs' Coordinator maintains in the report that the students are "satisfied with the curriculum, the quality of standards of the courses taught as well asthe academic personnel" and that the "program of study operates at high academic standards". Moreover, the EEC noted that these two documents bear dates that are subsequent tothe 1st July 2019 that the unit has submitted its application for evaluation at CYQAA.

The admission prerequisites for acceptance to the Program are outlined on the website while under «admission procedures» heading, candidate students can access the forms required for obtaining a visa to Cyprus, listed by country.

The Committee noticed that the instructor who is in charge for teaching the culinary arts-related subjects (Fundamentals of Culinary Arts , Hot Food Preparations, Pastry/bakery, buffet and Garde Manger and Butcher) appears to have a disproportionally excessive teaching workload amounting to 36 contact hours per week.

An Internal Evaluation procedure was briefly explained in response to the Committee's request. The Committee was informed that the instructors and the courses are evaluated by the students on a semester basis with the aid of questionnaire which is distributed in print prior to the examinations at the end of the instruction period; copies of two filled questionnaires were made available to the Committee after the end of the site-visit. In addition, two filled Facilities and Services questionnaires were supplied (dating 2018 and 2020), filled by two students. The Committee was impressed by the unanimous responses that gave top grading on almost every field addressed in the questionnaires. The internal quality assurance documents that the Committee had the opportunity to review (Minutes of the Quality Assurance Committee meeting onthe 17th July 2019 and one Report dated 3rd July 2019) mention the reports prepared by the programs' coordinators on 10 different issues including statistics on students, progress and

satisfaction and the "critical appraisal of the operation of each program study"; it is unfortunate that this appraisal amounts to four lines and, more importantly, lacks back up. Last, in lieu of a recent Internal Evaluation Report, a report outlining the scores set by the unit on the various Quality Standards and Indicators set by the CYQAA was provided (Annex 5); this particular document is also found in the relevant Application for Evaluation and Accreditation which was submitted to CYQAA by the unit in July 2019.

Public information

The public information relevant to the Curriculum of the Program of Culinary Arts is very meager. Though the curriculum of the Culinary Arts program is available on the website of the College, the user has a rather cumbersome experience in his/her attempt to access it. Information on individual courses (instructors, descriptions, assessment methods, suggested bibliography etc.) is not publicly available. The course curriculum and outline do not provide the required info on the hours allowed for practical training in the Laboratory. Both documents need to be revised accordingly. Notably, there is no information about the unit's library or how students can access books and other sources. Last, no information is available on the site on any aspect of the programs Quality Assurance; more specifically, the Quality Assurance policy, the structure of the relevant Committee and previous Internal Evaluation Reports are missing from the website of the AmericanCollege.

Information management

Evidence on monitoring basic quality indices, such as students' success rates, drop-out rates and satisfaction by the program is lacking. Moreover, the unit does not appear to keep anyinformation relevant to its graduates' career paths.

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

-The Program addresses an identified need of the tourist industry in Cyprus
-The fact that the program trainssmall number of students bears advantages; however the Committee became aware of the limitations the unit deals with in regards to the program's sustainability

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.

-It is recommended to align the program objectives and learning outcomes with level of knowledge, skills and competences of 5B Level of studies.The reference to ' an entry level position' or entry-level catering employee' should be reconsidered

-The courses offered under 'General Education Requirements' are too many (17) and not all of them directly serve the scope of the study program. A careful re-evaluation of the courses list should diminish the number to maximum 10 subjects.

-Quality Assurance procedures appear to be implemented only partially by the department

-Lack of formal advice in planning the curriculum

-Basic quality indices, such as students' success rates, drop-out rates and satisfaction by the program are not being monitored via a standardised methodology

-Public information is extremely meagre

Recommendations

1. There is a need to demonstrate a clear Quality Assurance plan, procedure and its implementation
2. There is a need to implement a system for the continuous monitoring of basic indices related to students' performance
3. There is a need to implement a system for the monitoring basic indices related to graduate's position in the labour market
4. The unit should make publicly available sufficient information on the courses offered (learning goals and content), the teaching personnel (including biographical notes) as well as, it's Quality Assurance Policy
5. The unit should deal with the issue of the workload of the personnel in charge with the instruction of the core subjects / practical sessions of the curriculum

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

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

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

Sub-areas

2.1 Process of teaching and learningand 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 methodsand 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 andsupport 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 assessmentmethods 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 technologyin order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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

Process of teaching and learning and student-centered teaching methodology

Theteaching staff and studentsuseafullyfunctionalelectronictrainingplatform (moodle). Teaching methods, tools and material used in teaching are effective. TheEECasked for a sample of lecture notes and was kindly provided with ppt files of indicative lectures. The EEC wishes to point out its concerns for the absence of reference to sources (e.g. pictures).

Different learning environments are secured. The EEC was informed on educational visits to different establishments as well as visiting staff offering master classes.

Overall, the teaching method contributes to effective learning because it combines theoretical training and practical training although not obvious from the course outline (see comment above). Videos were presented to the Committee, where during the course, the students, under the guidance of the teachers, were trained in the cookery or the training restaurant and bar. Ingeneral, the student-centered approach to teaching is facilitated by the small number of students per group, which is particularly important for laboratory exercises.

The opportunity for staff members to attend seminars at the Cyprus Pedagogical Institute on the subject of Adult Education should contribute towards respect to the diversity of students and their needs, enabling flexible learning paths.

Practical training

It is worth noting the absence of compulsory training placement in the program study, which comprises an invaluable element of this study level. The EEC is aware that the students are offered with the possibility of optional training placement during summer holidays. To this end the institution has provided a log book for the training placement. However, this option is neither depicted in the program outline nor associated with the attribution of ECTS that could be mentioned in the Diploma supplement.As reported to the Committee, the training placement offers employment opportunities for the students of the Program after their graduation.

The study program should be revised to incorporate compulsory training placement of at least 12 weeks, e.g. placement could be divided in 2 summer-periods of 6 weeks each.

The EEC noted that in TABLE 2: COURSE DISTRIBUTION PER SEMESTER and in the course description-curriculum (Annex II) of the Application, there is no mention to actual LABORATORY HOURS for each subject. Following a relevant request, EEC has been provided with a supplementary table where the Laboratory hours for 7 courses are defined. The EEC strongly

recommends that both the descriptions of these subjects (CSC 102,CUL110 CUL133,CUL134 , CUL135, HOT104, HOT202)and the course outline (Table 2) are revised accordingly. Furthermore, this information should be communicated via the website of the program study.

Student assessment

Theassessment of the students as stated in the course curriculum includes a variety of Assessment methods of different weight each. In practical courses in particular,itis not clear whether full attendance of the course is compulsory; the EEC thus recommends that "attendance" is weighted as one of theassessment-scheme elements.

Methods of assessment and the criteria for grade-marking are consistent. The EEC was provided with "Marking Students' Written Work Guidelines'. It is not clear how theseguidelinesbecome available to the students.Students are given the opportunity to re-evaluate their performance in the final exams upon request. The EEC was provided, after request, with sample exam papers that suit well with the learning outcomes of the respective courses.

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

Small number of students

Application of participatory learning methods

 Use of a functional educational platform in the lessons (moodle)

Marking Students' Written Work Guidelines available to teachers

Organization of Career Day

Foundation year for acquiring communication skills in English

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.

-Lack of Compulsory internship in suitable workplaces- The study program should be revised to incorporate compulsory training placement of at least 12 weeks

-Marking Students' Written Work Guidelines should be available to students

-Lecture presentations should follow the standards for referencing

-Attendance of practical sessions should be rendered mandatory (if not) and attendance should be weighted in the student assessment criteria for theoretical courses

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
2.1	Process of teaching and learningand student-centred teaching methodology	Compliant
2.2	Practical training	Non-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 staffnumber 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 teachingconnected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff?If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

Detailed curricula vitae of the teaching staff were provided. All members were found to have the required qualifications as well as sufficient professional experienceto teach the courses assigned to them and to achieve the objectives and planned learning outcomes of the study programme. The recruitment process of teaching staff is clear. The steps taken for the recruitment of a faculty member as well as the minimum requirements for the appointment to the appropriate rank are listed in the Organization, Administrationand FacultyHandbook.

The promotion and subsequent remuneration of the teaching staff is mostly affected by the following: their teaching performance, as evaluated by students as well as by the Director of Academic Affairs, their mobility, their research activity and published work. A standardized procedure based on academic criteria for the advancement of the teaching personnel is in place. With respect to published work, the evaluation is based on the Journal Quality List proposed by Professor Anne-Wil Harzing.The research credits that a faculty member will receive for each research output is described in detail in the Organization, Administration and Faculty Handbook.

The number of teachers (17) is deemed by the Committee as sufficient to support the study programme. The ratio full-time to part-time teaching personnel (9/8) is considered satisfactory and can guarantee program's quality and sustainability. According to the materialprovided, i.e. courses' schedule and teaching hours per semester, the teachers' weekly workload (i.e. hours/person) is

not limited to class contact-hours, thus acknowledging the importance of preparation and study. In the case of laboratory/practical courses, the EEC suggests recruitingadditional personel (i.e. a laboratory assistant) in order to comply with safety standards and good laboratory practice, as well as, achievement of the course's objectives.

No evidence was provided on opportunities offered to the teaching staff for their professional development, e.g. attendance oftraining seminars to further develop professional and teaching skills, acquaintancewith new technologies and promotionof research activities (e.g. through Erasmus exchange programme). To this direction, the staffshould be more stronglyencouraged to take advantage of the institution's facilities that support research(e.g. databases, library services, etc.), while grants for attending conferencesand seminars should be also allocated and communicated to all the staff. In addition, teaching-exchanges withacademic organisms abroad should be more intensively stimulated. The EEC believes that through these activities, the academic profile of the programme will be enhanced and become compatible with corresponding programmes offered internationally.

The EEC found out that the instructors are keen toengage themselves inresearch activities and collaboration with research bodies both inside and outside Cyprus. The sector of development of innovative products and processes as well as the participation of teaching staff and students in national and international competitions could serve as a starting point for the development of similar activities.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- The members of the teaching staff have satisfactory experience on the subject of the program
- Regular evaluation of the teachers' performance
- A standardized procedure based on academic criteria for the advancement of the teaching personnel is in place

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.

- There is a need for training activities of the staff to be encouraged and supported by financial means.
- Recruitment of additional personnel to assist instruction of practical sessions is advised.

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

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

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

> ### Sub-areas
> **4.1 Student admission,processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

4.1 Student admission

Detailedstudentadmissionrequirementsareinplaceandpublicizedonthewebpage (https://www.ac.ac.cy/en/admissions/admission-requirements).

4.2 Student progression

- *Processes and tools to collect, monitor and act on information on student progression, are in place.*
- *There is adequate monitoring of the students' progress during their studies.*
- *No evidence was provided for monitoring the student participation in the educational process (keeping of an electronic record)*
- *Their participation in the optional internship is followedby a responsible inspector, as appropriate*

4.3 Student recognition

- *The EEA, during the interaction with the students was informed of their wish, in the case of merit in their Academic performance to be further recognized (e.g. reduction in the fees of the subsequent year)*

4.4 Student certification

- *A procedure to issue the Diploma Supplement is in place. The EEA was provided with a sample of the Diploma supplement*

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- *Diploma supplement is provided to students*

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.

An electronic system for monitoring the student participation in the educational process may contribute towards a more efficient monitoring.

Indicators such as success rates in examinations, drop out rates, mean duration to graduation etc. should be monitored in a systematic way.

Non-credit coursework and the industrial placement, should be included in the diploma supplement

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

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

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

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- *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 accountand how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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

A distance learning platform (i.e. moodle) is used either in asynchronous or synchronous way. Through it all the necessary information and learning resources (e.g. courses' presentations, recorded lectures) are accessed by the students. The same learning environment is also used for personal interaction with the teaching staff member of a course (through email), for the participation in online discussion boards or chat rooms with the other students, and for attending live online lectures (in the pandemic era).

Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are considered adequate to support the study programme. The classrooms are equipped with necessary resources (internet, video projectors, etc.). The kitchen laboratories are equipped with professional kitchen equipment and appliances, cooking tools, etc., while there is still much room for improvement in order to avoid delays in performing individual laboratory training. Additionally, the library is well-equipped with a wide range of studying material (hard copies or electronic), large seating capacity and photocopying facilities.

Academic advising is in place for students. Faculty members acting as academic advisors counsel students on methods of studying, research, issues related to a student's education, career plans and personal matters (as referred to in the ORGANIZATION, ADMINISTRATION AND FACULTY HANDBOOK.) Faculty members announce office hours to offer students (who are or are not their advisees) advice on academic issues of their subject.

Human support services involve Student Welfare Officer who is responsible for the following matters:Student counselling on personal and academic issues; Orientation of new students; Student accommodation; Maintenance of enrolled students' academic records; Monitoring of student progress; Student recreation activities; and Student recruitment. (copied from the ORGANIZATION, ADMINISTRATION AND FACULTY HANDBOOK). To the opinion of the EEA
the function of a Welfare Officer neither entails maintenance of enrolled students' academic records -rather a task for administrative personnel (FacultlyAdiministration)- nor student counseling on academic issues which is overlapping with the Academic Advisor Function.

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

The available infrastructure is adequate

Student support services and Human support resources are available

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.

Overlapping of duties among Welfare Officer-Faculty Administration - Academic Advisor . A clearer description of responsibilities with no overlaps will render the above functions more effective.

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

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

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 wellas 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:

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

| **6.3** | Supervision and committees | Not applicable |

D. Conclusions and final remarks

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

The EEC considers that the vocational training curriculum in the subject of Culinary Arts (2 years, 120 ECTS)has been set up on the solid basis i.e. to meet the needs of Tourism sector in Cyprus. In addition, the experience of the management staff of the American College, the teaching staff and the existing infrastructure ensure satisfactory completion of the educational processes. It is estimated that the scope and objectives of the Program can be improved to respond moreeffectively to 5B level of studies

There are four major weaknesses in the curriculum as it exists. These are:

-Learning goals do not to comply with the standard qualifications of 5B level of studies

-Limitedexposure of students to industrial training, only on an optional basis. The Committee proposes introducingcompulsory training placement of at least 12 weeks split in the 2 summer periods of the 1st and 2nd year of studies

-Quality Assurance procedures appear to be implemented only partially by the Department. There is a need to demonstrate a clear Quality Assurance plan, procedure and its implementation
- The courses offered under 'General Education Requirements' should be limited to those directly serving the scope of the study program.The rest can form a list of free elective courses.

In specific, the EEC wishes to propose the following improvements to the existing Program:
 -Implement a system for the continuous monitoring of basic indices related to students' performance
-Implement a system for the monitoring basic indices related to graduate's position in the labour market
- Make publicly available sufficient information on the courses offered (learning goals and content), the teaching personnel (including biographical notes) as well as, it's Quality Assurance Policy
- Deal with the issue of the workload of the personnel in charge with the instruction of the core subjects / practical sessions of the curriculum
-Revise the course curriculum and outline need so as to provide the required information on the hours allowed for practical training in the Laboratory.

   -Publish in advance for students the 'Marking Students' Written Work Guidelines'
   -Follow the standards for referencing in all course material

-Offer continuous training activities, supported by financial means, for staff members

- Recruit Laboratory assistantsduring practical sessions is advisedin particular for Kitchen laboratories.

- Alleviateoverlapping of duties among Welfare Officer-Faculty Administration - Academic Advisor

Signatures of the EEC

Name	Signature
Maria Papageorgiou	
Antonia Matalas	
AdamantiniParaskevopoulou	
Katerina Nikolaou	
Click to enter Name	
Click to enter Name	

Date: 27/4/2021