

Doc. 300.1.1

Date: 15/07/2019

External evaluation report

- **Higher education institution:**
City Unity College
- **Town:** Nicosia, Cyprus
- **Programme of study (Name, ECTS, duration, cycle)**

In English:

Domestic Personal Assistant Diploma (126 ECTS, 2 Years)

- **Language of instruction: English**
- **Programme's status**
New programme

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The External Evaluation Committee (EEC) of the program of study **Domestic Personal Assistant Diploma (2 years)**, conducted the on-site visit to the City Unity College Nicosia on **15th July 2019**.

The site visit held according to the following indicative schedule:

9:00 – 13:00

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. *[40 minutes]*
- Examination of the School's structure, including the programme in the proper position, i.e. by indicating the School and the Department under which the programs will operate. *[20 minutes]*
- A meeting with the Head of the relevant department and the programs Coordinators. Presentation of the curriculums (allocation of courses per semester, weekly content of each course, teaching methodology, teaching material, evaluation, samples of papers, samples of written examinations, admission criteria for prospective students etc.). *[70 minutes]*
- Presentation of programme feasibility study. *[10 minutes]*
- Discussion of the programme as a whole and information relevant to its response to the Criteria. *[60 minutes]*
- Presentation of the equipment used in teaching and learning (software, hardware, materials, online platforms etc.). *[40 minutes]*

13:00 – 14:00

Lunch of EEC **only** with the educational officer/s of the Agency accompanying them.

14:00 – 17:00

- Presentation of the academic/teaching staff teaching each course for all the years of study.
[20 minutes]
- Examination of the curriculum vitae of the academic/teaching staff (academic qualifications, publications, research interests, research activity etc.) and their relationship with the institution as teachers in connection with any other duties they may have in the institution or/and other programs.
[20 minutes]
- A meeting only with members of the teaching staff. *[40 minutes]*
- A meeting only with students or/and their representatives. *[30 minutes]*
- A meeting with members of the administrative staff. *[30 minutes]*
- On site visit to the premises of the institution (library, computer labs, research facilities etc.).
[40 minutes]

In the opening meeting the Programme Coordinator Mr George Markatos made a presentation regarding the programme design and development, learning outcomes, objectives of the programme, duration and structure of the programme, student guidance and counselling, policies including grading systems and disciplinary policy, courses allocation, collaboration with the industry and key operating agencies.

After the presentation a comprehensive discussion was contacted between the members of the EEC and the participants of City Unity College

As a result City Unity College provided to the EEC supporting documentation in addition to the information already included in the Application for Evaluation – Accreditation of the programme.

This documentation included:

- Sample work placement agreements from other disciplines
- Examination scripts from other disciplines
- Class observation Form
- Students course evaluation questionnaire
- Log book – sampled/official sample
- Student handbook – sampled/official sample

The following members of staff participated in the on-site visit that were interviewed and presented their activities and processes.

Elias Philippou	Position: CEO / President City Unity College Nicosia
John Violaris	Position: College Director
Stalo Panteli	Position: Accounts Officer
Evi Neofytou	Position: Registrar
Yiannis Korfiotis	Position: Students accounts officer
Constantinos Charalambous	Position: Provost
Eleni Kalli	Position: Admissions Director / Lecturer
Andrie Goraya	Position: Student affairs officer
George Markatos	Position: Program coordinator hospitality / lecturer
Georgia Mouzoura	Position: Quality assurance / lecturer
Galina Berjoskina	Position: Program coordinator hospitality animation / lecturer
Constantinos Constantinides	Position: Programme Leader DPA
Kostas Karabalis	Position: Programme Coordinator
Evelthon Iacovides	Position: Marketing Lecturer / Savoir vivre

Nicolas Ioannou

Position: Sociology

Trifonas Panayiotou

Position: Culinary Arts Lecturer

Panayiota Antoniadou

Position: Psychology

Elena Pardali

Position: English Lecturer

Two students: Antoniou and Dimetriou (Undergraduate year 1, Business Administrator)

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dr Amalia Tsiami	Associate Professor	University of West London
Dr Evangelia Marinakou	Senior Lecturer	Bournemouth University
Andreas Toumazatos	Senior Lecturer	Metropolitan College
Maria Mylona	Student	Technological University of Cyprus

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

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*

- *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*
 - *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*

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

Findings

The **aim** of the programme:

The need for home and community-based caregiving is one of the most compelling issues of our time. It will affect nearly every family in the world. In order to be ready to meet the increasing demand for home and community-based services this diploma will develop a capable and compassionate workforce of caregivers. We are better prepared to meet these challenges through the Domestic Personal Assistant Diploma for caregivers, personal attendants, and direct support professionals.

Programme purpose:

- Ensuring the environment is welcoming and comfortable for residents
- Ensure that the environment in a residential home or sheltered housing is safe, tidy and clean.
- Making beds and doing laundry
- Keeping records of housekeeping stocks and ordering supplies
- General upkeep of communal areas and bedrooms
- Awareness of the issues faced by people who need care and support
- Knowledge of health and safety in the workplace
- Good attention to detail
- Being able to cope under pressure or in an emergency
- Organizational skills.

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

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

Strengths

The College has links with the industry and will further develop the links with the professional bodies to ensure the development of good industry networks. The College invested heavily on facilities and equipment, improving the learning student experience. The opportunities that will be provided for the professional development are of paramount importance for the College.

The programme is unique which presents very good potential for future students and employers in the area of domestic assistance.

Students participated at the design of the programme. Other people included some agents who provided evidence of the need for such a programme of study. Moreover, the Cypriot government announced a 4% annual growth on the needs for professionals in domestic assistance.

Areas of improvement and recommendations

The structure of the course is well thought with good content in terms of courses provided. Some further consideration should be placed on the industrial training in terms of monitoring of the student experience.

Although the programme aim and content are very well thought of, the programme learning outcomes (PILOs) are found to be too many. In total there are 54 PILOs which is a challenge for students to be assessed in all and meet them all in two years. The wording of the PILOs should also be revised as currently are mainly focused on the content rather than learning outcomes phrasing. The courses learning outcomes (CILOs) to PILOs matrix should also be revised accordingly.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	9
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	8

1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	9
1.3.2	The programme webpage information and material	8
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	9
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	9
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	9
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	10
1.5.2	The programme's content	9
1.5.3	The methods of assessment	8
1.5.4	The teaching material	7
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	10
1.5.7	The research orientation of the programme	7
1.5.8	The quality of students' assignments	NA
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	
1.9	New research results are embodied in the content of the programme of study.	

1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	10
1.11	Students' command of the language of instruction is appropriate.	10
1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	10
1.13	The learning outcomes and the content of the courses are consistent.	6
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	10
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	10
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	10
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	10
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	8
1.20	The admission requirements are appropriate.	10
1.21	Sufficient information relating to the programme of study is posted publicly.	10
1.22	The teaching methodology is suitable for teaching in higher education.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.1 The team participated actively in designing the programme ensuring quality, meeting the needs of industry and academic skills. Other similar programmes were reviewed to ensure currency of information and rigour

1.3.1. The information (as seen by other provisions) was visible to the students on the LMS, send by email, and students were informed about the programme curricula and assessments during the induction week.

1.3.2. The webpage is up-to date for other programmes and it is expected to design the page upon approval. The management informed the EEC that filming will take place soon in order to enhance the page of the programme

- 1.3.3. The procedures were in place as the been seen by other programmes, are adequate and similar to the programmes from other institutions
- 1.3.4 as in 1.3.3.
- 1.3.5. Students were actively involved through the processes as it has been evidenced on other programmes
- 1.4. The Programme Learning Outcomes (PILOs) of the programme meet the strategy of the institution however the CILOs could be further improved by including competences and academic transferable skills The PILOs could be reduced to be generic rather than specific and currently presented as the content of individual modules
- 1.5.2. The content of the module CDPA-214 Nutrition and Dietary Patterns, could also include the nutritional requirements of the children and elderly
- 1.5.3. The assessments of the module are quite vague, it is not clear if students will be examined at the practical or theoretical element of the course or if the assessment is an assignment/report/presentation. The assessment strategy is focused on exams rather than alternative ways of assessment
- 1.5.4. The suggested books and reading material could be further improved, more options could be provided dated
- 1.5.5. There are modern and excellent laboratory facilities
- 1.5.7. The research element of the programme could be further enhanced with articles and resources that include the scientific element of the provision i.e. including the chemical composition of cleaning agents in CDPA-101 I and II Fundamental Skill of Caregiving.
- 1.6. Presented clearly in the Course Handbooks and LMS
- 1.9. The Inclusion of the theoretical underpinning of processes could be further enhanced in the theory and include further literature. The information provided is appropriate for the level.
- 1.11. There was evidence of adequate level of academic skills through the discussion with students representatives from other disciplines
- 1.13. The CILOs were adequate for the level of the study, however in some cases the CILOs were closer to the description of the course and those should be revised such as (CCUL-130) Basic Cookery I, CDPA-210 Savoir Vivre, CDPA-212 Fundamentals of Gardening. LO should be summarized and present 4-5LO in each module
- 1.18. The College has close links with Cardiff University and other educational institutes for other programmes provided. The EEC believes that the College will invite experts and professionals in the field to enhance student's experience. The management and staff is very keen to build further relations with other academic institutions.

Employability records of existing students were not provided as the course has not been delivered yet, neither the pass rates or the exams and assignments. As mentioned above assignments were quite generic.

Please circle one of the following for:

Study programme and study programme's design and development

Fully compliant

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

Findings

The programme is new therefore, there was no evidence on delivery of the courses. Nevertheless, the College will implement similar teaching and learning techniques with other programmes adapted to the needs of a Domestic Personal Assistant field. Students are to be supported by existing practices such as academic advising, tutorials and the open-door policy. There is support in terms of revision for the exams, which is usually offered two weeks before the exam period. Teaching staff are also available at the office and respond to emails. There is good evidence in the documentation and from the discussion with the teaching team of good intention of integration between theory and practice and very good balance between theory and practical training offered in the labs.

The teaching and learning methods as described in the documentation and discussed with the team are found to be appropriate for the programme and the level of study. There are restrictions in terms of the assessment of the courses as a final exam is common practice. Adequate guidance is in place, with support to learners to develop their knowledge and skills relevant to the subject area. Students will be required to take active role in their learning. As

students and staff described, events and other educational and extracurricular activities are organised in collaboration and with the participation of the students, which enhances the student experience.

There is also an internship offered to the diploma students, which is during the summer period. This is monitored and evaluated with appropriate and efficient ways. The team is also involved in the process to ensure the student experience is appropriate.

Strengths

Student numbers (35 projected) to be recruited are sufficient and acceptable in terms of the facilities and human resources available to run the programme. Teaching rooms are large enough with all required software and equipment to deliver the classes. There is a good balance between theory and practice for each course. The labs (i.e. kitchen and demonstration kitchen) are commendable.

Innovative teaching was discussed and blended learning will be used. Their LMS was well organised with all relevant information to be uploaded in the system (monitored and checked for consistency by the program coordinator). Students confirmed the use of the LMS in their learning process.

There is open communication with the students with proper practices in place such as academic advising, open-door policy and other meetings and tutorials.

Moderation of assessment is in place at the college and feedback is provided to students.

The internship provision for the programme is well planned in terms of monitoring and assessment. There are links with the industry which allows a variety of businesses and positions available for students' placements that will support the College in terms of addressing the challenge posed by the nature of the course. The process is well planned, managed and monitored with a policy and handbook in place. Feedback is also provided to students, as discussions take place between the coordinator and the student, as well as the coordinator and the student's placement supervisor. There is also assessment with a log and a reflective report, which are checked and signed.

Areas of improvement and recommendations

Although the team provided some examples on the variety of the assessment methods used these were not well documented. More details should be provided on the assessment methods used for the courses. These could be further detailed in the course outline given to students at the beginning of the semester to allow adequate time to prepare. A larger variety in terms of assessment types used will enhance the student experience and learning.

Details should also be provided on the marking criteria used for each assessment in order to provide students with information about the requirements on the task as well as justification on the mark allocated to the assessment.

Due to the nature of the programme the Industrial Training (CDPA-250) should be closely monitored as students may be found in challenging working environment. The Domestic Personal Assistant would ideally be placed in a home environment, however the EEC suggests that students are placed in businesses that offer training experience which reflect the learning of various skills and competences required for the Graduates of the

programme. This will also give them the opportunity to rotate at different positions enhancing the learning experience.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	10
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	NA
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	7
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	NA
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	8
2.10	It is ensured that teaching and learning are continuously enriched by research.	8
2.11	The programme promotes students' research skills and inquiry learning.	8
2.12	Students are adequately trained in the research process.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.1. It is expected that the course will recruit 35 students and will grow every year. The practical classes will be smaller and groups will be formed to provide hands on experience, i.e. Basic Cookery

2.3. The policy is adequate for other disciplines and it expected that the same practice will be followed

2.5. Students from other disciplines gave very positive feedback on the support received by the academic staff

2.6. The course folder of another programme was reviewed and it included all information on the course such as course outline, attendance records, marks, course evaluations, student evaluation results as well as the assignment brief. There was no evidence of marking criteria based on which the students are marked for their assessment

2.7. The plans for the educational activities were discussed

2.8. The facilities provided are excellent for the theory and practical delivery of the programme

2.9. The access to the electronic data base is excellent as the College can access the library resources from Cardiff Metropolitan University, the librarian could support students accessing those resources. The number of books are adequate for the expected number of students for this course, however more copies could be provided

2.10. See 1.5.7

2.11. See 1.5.7

2.12. See 1.5.7

Please circle one of the following for:

Teaching, learning and student assessment

Fully compliant

3. Teaching Staff (ESG 1.5)

Standards

- *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 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).*

- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Panagiota Antoniadou is a clinical psychologist lecturer. She graduated from the University of Manchester where she achieved a BSc (Hons) in Psychology. She holds MSc in Clinical Psychology from the University of Nicosia. She has considerable teaching experience as well as relevant working experience within the area of interest.

Andrie Goraya Her knowledge of two languages Panjabi and English has contributed positively on the international student experience.

Galina Berjoskina Full-time Lecturer with a demonstrated history of working in the leisure, travel & tourism industry. Skilled in Hospitality Industry, Public Speaking and Event Planning, worked at various International Tourism and Educational Fairs, as well as Hotels. Strong education professional with a Master of Business Administration - MBA focused in Business Administration & Management, and Bachelor in Hospitality and Tourism Managements. She has a fair teaching experience as well as relevant working experience within the area of interest.

Kostas Karabalis holds an MSc and a BSc degree in Agricultural studies and has extensive experience as an instructor and supervisor of Agricultural plantations. Additionally, he has extensive research activity in specific areas related to the management of waste materials and lecturing in gardening. He has a fair teaching experience as well as a rich relevant working experience within the area of interest.

Evelthon Iacovides holds an MBA and a BA in Economics and has an extensive experience as a Lecturer and consultant in a large number of Colleges and Universities and enterprises. He has a fair teaching experience as well as relevant working experience within the area of interest.

Nicolas Ioannou is a graduate from Florida University of Atlantica with extensive knowledge in Sociology and psychology. He has a fair teaching experience as well as relevant working experience within the area of interest.

Trifonas Panayiotou holds a bachelor degree in Culinary Arts and Events Management as well as an extensive experience in the catering industry as a Chef. Recently, he has been working as an acting Quality Advisor enhancing his HACCP knowledge and procedures. He

has a fair teaching experience as well as relevant working experience within the area of interest.

Elena Pardali has a degree in English language and literature from the University of Cyprus. She is at the final stage of an MBA degree from Cardiff Metropolitan University with specialization in Human Resource She has a fair teaching experience as well as relevant working experience within the area of interest.

Thomas Tsilis holds a Master's Degree in Management and a BSc in Tourism & Hospitality Management. He has the professional awarded certificate from WSET in Wines as well as the Intermediate Certificate form Bar Academy Hellas in Wines & Spirits.

Strengths

The staff engage with the industry and professional bodies such as Euro Toques and are actively involved in competitions and attending professional seminars. Staff members have experience in Michelin starred restaurants and 5 star hotels.

Collaboration is evident with Ducasse Education in France as well as the Alpine Center in Greece and it is expected that the academic team will work further to enhance academic and industrial links for the current programme.

The programme management propose that they will use visiting academics and chefs from the collaborative partnerships.

Research is partly evident and encouraged within the staff group where they take part in conferences and seminars.

The programme coordinator, Konstantinos Constantinou has excellent academic and industrial experience to manage such programmes.

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.

Teaching staff is also given the opportunity to evaluate their own teaching and performance of the courses they deliver. Discussions also take place at departmental meetings to review all responses, student evaluations and reports.

Areas of improvement and recommendations

The College needs to improve the number of staff that are qualified and with hospitality related academic and working background that covers the current needs of the programme. Staff development activities must be in place to ensure that all members of the programme achieve and perform adequate teaching and training standards at all times.

If the Personal Assistant Diploma programme has full intakes over the year the staff may find that they are over loaded with teaching and coordination responsibilities. This will need monitoring by Coordinators and management of City Unity College and make sure that an efficient student and staff ratio is in place.

It is strongly suggested that an "Internship Coordinator" must be appointed by City Unity that will be experienced with delivering Internship Programmes with good knowledge of the industry network and the market needs while adjusting to all possible related training needs to be covered. Must also have good knowledge of the legal and labour framework with great

ethics and the ability to filter, monitor, adjust the whole internship procedure and provide solutions to all possible issues that might take place during the internship period.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	8
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialization	8
	3.2.2 Research and Publications within the discipline	7
	3.2.3 Experience / training in teaching in higher education	10
3.3	The programme attracts visiting professors of recognized academic standing.	8
3.4	The specialisations of visiting professors adequately support the programme of study.	8
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	8
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	8
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	8
3.8	The teaching load allows for the conduct of research and contribution to society.	7
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	10

3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	10
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.1. There four members of staff experts in the field, having a Master's degree in the culinary arts field, one psychologist, one in agriculture and one business, however more academics are needed in order to cover the hospitality expertise required in the programme.

3.2.1. The staff qualifications is well above the diploma, most of the staff has a Master's degree

3.2.2. The staff is willing to engage, one of which is registered for a PhD degree

3.3. The College engaged with the Ducasse Education. Currently staff is willing to engage with academics and industry. The College could engage further with professionals experts within the discipline

3.4. See 3.3

3.6. The management and staff confirmed employment and ready to run the course

3.9. The programme Coordinator is Constantinos Constantinides and he is adequately qualified for this role, combining hospitality and culinary arts expertise.

3.10. Staff should be encouraged to further develop especially if the programme develops further to include the degree or Masters

3.12. Although a 'student evaluation form' is available to evaluate the course it focuses mainly on the teaching staff rather than the delivery, the content, the feedback provided.

Please circle one of the following for:

Teaching Staff

Fully compliant

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.

- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

Admission details were provided in the documentation. There is a process for admissions especially for international students due to student visa requirements.

High School Leaving certificate is required for European with a mark 12/20 (60%) or High School Leaving certificate 10th and 12th the level (min 50% GPA) for international students. Moreover, students should show proof of English proficiency. If such proof is not available a Placement test takes place and depending on the score students are required to undertake a foundation program of 1 or 2 semesters. International students submit all required documentation by the Cyprus Migration Department.

Counselling is in place as there is an academic advising system in place. The programme 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. Events are organised to mix the groups and create relationships among different cultures and religions, which was confirmed and praised by the students. The Student Affairs coordinator supports students in different areas such as accommodation provision, financial advice etc and are also involved with field trips and other activities.

Different committees are in place such as the Student Affairs Committee, which includes student representatives. Programme Committee meetings are also organised 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.

There is a student union, which is very active and there is representation from each programme. Students feel free to discuss any issues with the team and participate at the decisions taken. There is also a feedback form titled 'Student evaluation form' which is used to provide comments and an evaluation on the course. These are used at programme level to discuss the course performance and is used as reference point to the Course evaluation form at the end of the semester. Meetings among the teaching team and programme managers take place to discuss these results.

Strengths

Entry criteria requirements are clear and the support mechanisms for the students that cannot reach the criteria are also clear. Although Erasmus was just established at the college, the student support for the Erasmus mobility programme is very good providing many opportunities for both students and staff.

Very good feedback process is in place which was praised by students as well.

Areas of improvement and recommendations

There could be a programme specific area in the LMS where announcements and other information could be communicated and disseminated to students.

Any actions taken for the programme enhancement could be fed back to students with an email or an announcement in the programme specific area in the LMS.

The 'Student evaluation form' could include more items on the course, the content, the assessment of the course, the feedback provided. The focus is too much on the lecturer.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	10
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	NA
4.3	The programme's evaluation mechanism, by the students, is effective.	10
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	NA
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10

4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	9
4.9	Students are satisfied with their learning experiences.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 4.1. The entry criteria follow the governmental requirements
 4.3. The processes applied to existing programmes are adequate
 4.4. The participation to the Erasmus plus programme was recently granted. Other courses have many international students that cannot access the programme
 4.5. Information about accommodation was provided as discussed by students from other programmes
 4.8. Support for the students is provided, however it is not clear whether there is specific support the students with special learning needs or physical disabilities. Wheel chair access might be problematic especially for the lab that will be built at the underground level (bakery)
 4.9. Students were from another discipline and were pleased with the provision. The provision of the Greek language to the international students will enhance their studying experience

Please circle one of the following for:

Students

Fully compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
 * *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings

There is a large investment in new facilities to support the programmes offered at the College including the Culinary Arts programme. Some of these facilities are used by the Domestic Personal Assistant students. Teaching rooms are adequate and well thought even if student numbers grow.

New kitchens are developed, 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 programme.

A restaurant, pastry and bakery are currently developed, which will provide students with real-life experience in culinary arts. The plans were provided.

There are 2 computer labs with new PCs for students. Additional working space exists in the library area.

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

Students are provided with access to Cardiff University databases although the programme is not associated with the university. This is available in the library only. In this case, actions should be taken as these students should have similar access to resources as other students in the college. Moreover, books and other sources should be updated and more reference and information could be provided in each course outline given to students in terms of books, ebooks and other journals available in the library, which are relevant to the course.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	10
5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	7
5.4	The laboratories adequately support the programme.	10
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.7	Suitable books and reputable journals support the programme of study.	8
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	10
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	8
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	8

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

5.2. There are books available, however there is usually one copy

5.3. Copies are rather limited and loan time could be potentially limited

5.7 see 5.3

5.10 see 5.3

Please circle one of the following for:

Resources

Fully compliant

6. Additional for distance learning programmes (ALL ESG)

Standards

- **The distance learning methodology is appropriate for the particular programme of study.**
- A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.
- Feedback processes for students in relation to written assignments are set.
- A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.
- Teacher training programmes focusing on interaction and the specificities of distance learning are offered.
- A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.
- Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.
- A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:
 - Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner
 - Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)
 - Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback
 - Self-assessment exercises and self-correction guide
 - Bibliographic references and suggestions for further study
 - Number of assignments/papers and their topics, along with instructions and additional study material
 - Synopsis

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.

from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	NA
6.2	The institution safeguards the interaction:	
6.2.1	Among students	NA
6.2.2	Between students and teaching staff	NA
6.2.3	Between students and study guides/material of study	NA
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	NA
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	NA
6.5	Student performance monitoring mechanisms are satisfactory.	NA
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	NA
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	NA
6.8	Assessment consistency is ensured.	NA
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	NA
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	NA
6.11	The supporting infrastructures are easily accessible.	NA

6.12	Students are informed and trained with regards to the available educational infrastructure.	NA
6.13	Procedures for systematic control and improvement of the supportive services are set.	NA
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	NA
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	NA
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	NA
6.17	Students' weekly assignments are appropriate for the level of the programme.	NA
6.18	Feedback on students' assignments is regular through concrete and published procedures.	NA
6.19	The quality of students' final exams is ensured and evidenced.	NA
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	NA

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

7. Additional for doctoral programmes (ALL ESG)

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*
- *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 composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

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.

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	NA
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	NA
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	NA
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	NA
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	NA
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	NA
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	NA
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	NA
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	NA
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	NA
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	NA

7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	NA
7.13	There is a clear policy on authorship and intellectual property.	NA
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Additional for doctoral programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

8. Additional for joint programmes (ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of 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.

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	NA
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	NA
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	NA
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	NA
8.5	The joint study programme is based on the needs of the target group and of the labour market.	NA
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	NA
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	NA
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	NA

8.9	The partner universities ensure the economic sustainability of the joint study programme.		NA
8.10	The degree awarded is justified by:		
	8.10.1	The learning outcomes	NA
	8.10.2	The collaboration between/among the institutions delivering the programme	NA
8.11	The jointness of the programme development is effective.		NA
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.		NA

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

Non-compliant *Partially compliant* *Substantially compliant* *Fully compliant*

C. 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)
- Balancing the curriculum (theory and practice)

The EEC committee would like to suggest areas of improvement:

- Communicating the student voice to improve transparency
- Include the nutritional requirements for the children and elderly
- To reword the PILOs and CILOs

- Clarity and variety of assessment
- Specific assessment of fundamental practical skills
- To progress the pathway for student progression
- To improve library resources (lack of stock)

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Dr Amalia Tsiami	
Dr Evangelia Marinakou	
Andreas Toumazatos	
Maria Mylona	

Date: