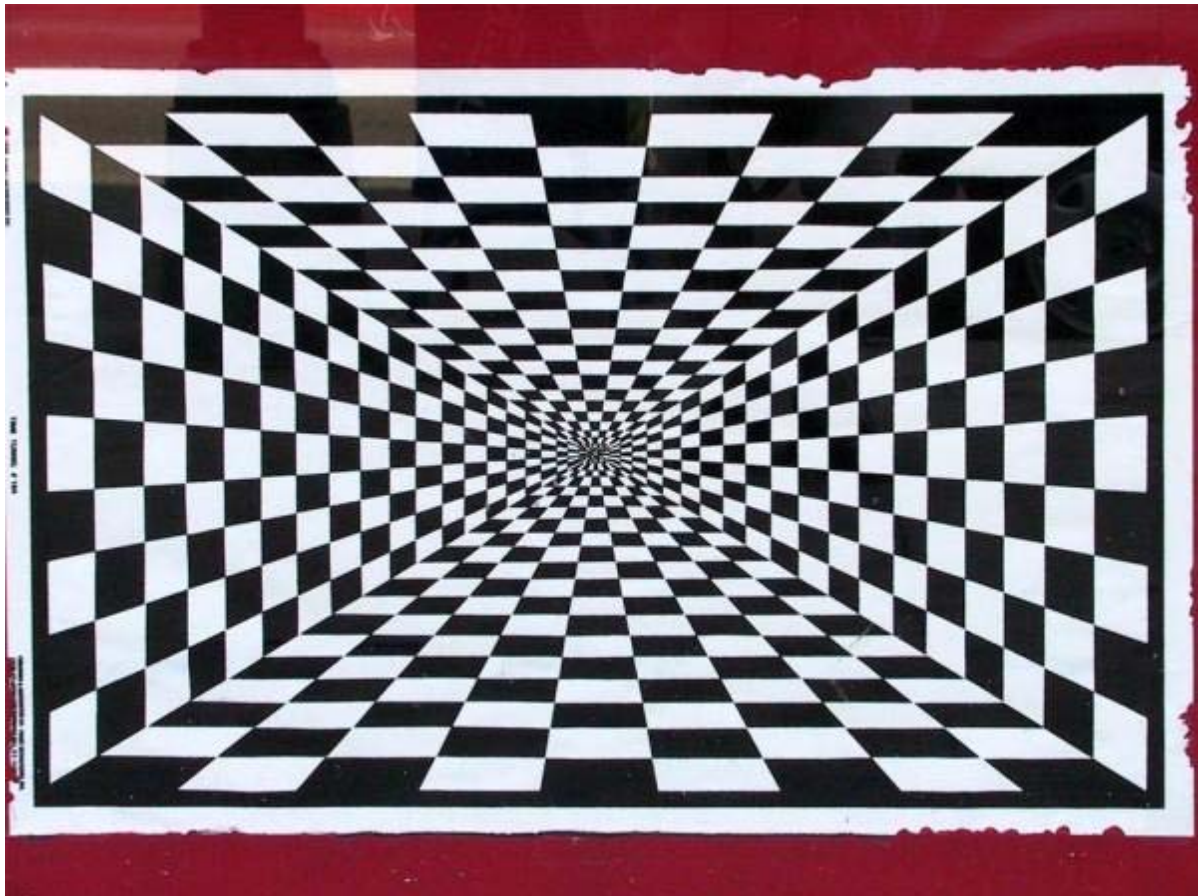




**PILOT METHODOLOGY FOR DEVELOPING ASSOCIATE
DEGREE PROGRAMMES IN THE AREA OF TOURISM,
TRAVEL, HOSPITALITY AND CULINARY ARTS IN
BULGARIA REFLECTING THE EXPERIENCE OF THE
UNITED STATES' HIGHER EDUCATION SYSTEM**



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FOREWORD AND RATIONALE

The current document has been prepared in the framework of an EU – US Atlantis project for cooperation in the area of higher education and vocational training dedicated to short-cycle higher education in EU and US. It aims at developing a methodology covering the different phases in the process of creating a new Associate degree programmes in the area of tourism, travel, hospitality and culinary arts in Bulgaria based on best practices applied in the U.S.

An initial glimpse at the title of the document could already provoke a number of questions and cause even misunderstandings regarding the relevance and significance of such methodology in the light of the current status quo of the Bulgarian higher education system, the publicly admitted outdated character of its current legislation and the recently announced postponement of the reform of the system. Article 42 of the current Higher Education Act stipulating the types of higher education degrees does not provide any information regarding the Associate degree. Currently short-cycle higher education is not part of the Bulgarian higher education system and its introduction is not discussed despite its capacity to address social and economic challenges. It could be a useful tool for achieving some of Europe 2020 strategy's educational and social targets, namely the rate of 40% of the younger generation with a tertiary degree and the employment rate of at 75%. As well known, by providing easy access to education and affordable study programmes, short-cycle higher education has gained importance through the years in a large number of higher education systems on both sides of the Atlantic.

Short-cycle higher education is positioned on European Qualification Framework on level 5. According to CEDEFOP's report on the progress in introducing National Qualification Frameworks in the 27 EU member states issued in August 2010, Bulgarian National Qualification Framework based on learning outcomes and covering the levels of education and training system and their respective degrees is still in the process of development. In this context one can state without a shadow of a doubt that currently Associate degree programmes development is not exactly on top of the agenda of Bulgarian higher education institutions. The reason this methodology has been elaborated despite the currently existing external obstacles for introducing short-cycle higher education in Bulgaria is the assumption that the Bulgarian higher education will eventually undergo in the coming years a ground-breaking reform, as promised on highest political level. Although at this point there is no evidence that the reform of the system will concentrate on short-cycle tertiary education as well, it is our firm belief that having a clear idea and specific knowledge on the Associate degree programme's curricular architecture will spare time of useless soul-searching and

help faculty members and stakeholders proceed to effective action once and if short-cycle higher education has been introduced.

The areas of tourism, hospitality and culinary arts have been chosen for development of a pilot methodology for Associate degree programme for a number of reasons such as the sector's growing economic and social importance and the increasing demand for qualified workforce in the sector. According the Occupational Outlook Handbook prepared by the Bureau of Labor Statistics at U.S. Department of Labor the employment of specialists in hospitality and tourism is expected to grow 20 percent over the 2006-16 decade, faster than the average for all occupations in U.S. (<http://bradfordschoolcolumbus.edu/programs/business#16>). Recent statistics have shown that despite the recession and economic slowdown of the last two years, the number of incoming tourists in Bulgaria did not decrease drastically and that the tourism and hospitality industry in Bulgaria still provides a significant number of job opportunities.

Regarding a career paved by an Associate degree in culinary arts, it is estimated that employment of chefs, cooks, and food preparation workers will increase by 11 percent over the 2006-16 decade. This will be favored by population and household income increase and the demand for convenience leading to more people dining out, ordering take-out food and vacations.

In terms of career outlook, potential graduates of Associate degree programmes in tourism, travel and hospitality will be able to build up a career in hotels and resorts, event planning businesses, travel agencies, tour companies, government agencies, national parks and recreation areas. Graduates of Culinary arts programmes will be able to find professional realization in hotels and resorts, restaurants, private clubs, country clubs, corporate food services, institutional food services, hospitals, cruise lines, food technology, food science. The relevance of Associate degree programmes in tourism, travel, hospitality and culinary arts in Bulgaria is underlined by the fact that the workforce in the sector has often no educational background in the field, is underqualified or needs an additional training in order to upgrade their skills and knowledge in accordance with recent developments in the specific areas of the tourism industry.

At last as far as the document title is concerned, we feel the need to be more specific regarding the *U.S. experience* term. In the course of the research process it has been decided to concentrate on a very small number of institutions where in-depth research on Associate degree programmes in tourism, travel, hospitality and culinary arts should be conducted. Since one of the project consortium members is Owens Community College in Ohio, it has been evident from the very beginning that Owens Community College will be

among the institutions where Associate degree programmes in hospitality and culinary arts will be examined. Owens and the other community colleges in Ohio are accredited by North Central Association of Colleges and Schools, the largest among the six Regional Accrediting Organizations in U.S. in charge of institutional accreditation. The North Central Association of Colleges and Schools (Higher Learning Commission) manages the institutional accreditation in nineteen Midwestern and South-central states. In order to be able to compare different programmes, present best practices and obtain a precise picture of the trends and tendencies in curriculum development and architecture, it has been decided to perform a research on programmes in tourism, travel, hospitality and culinary arts in institutions in another state where North Central Association of Colleges and Schools administer institutional accreditation, namely Cincinnati State Technical and Community College (Ohio), Columbus State Community College (Ohio), Santa Fe Community College (New Mexico), Metropolitan State College of Denver (Colorado), Community College Denver (Colorado).

I. METHODOLOGY: GOALS, TARGET GROUPS, METHODS, SWOT ANALYSIS

Current methodology covers step by step the phases in creating and developing new Associate degree programmes in tourism, hospitality and culinary arts. It aims at providing detailed description of well-structured activities which are time limited and will be realized in the framework of limited financial and human resources. Current methodology does not have the ambition to draw up the only possible roadmap in the process of developing Associate degree programmes in tourism, travel, hospitality and culinary arts. It does not represent a set of rules and compulsory measures, but provides a working framework guaranteeing freedom and creativity of the involved faculty members. It is based on good practices, some of them innovative in the context of the Bulgarian higher education system. On the other hand, since it represents a pilot project, good practices pointed out in it could be applied later by creating other Associate degree programmes, hence the present methodology gives flexible and adaptive guidelines applicable for other Associate degree programmes as well.

As known, within the US higher education system the two-year post-secondary programmes lead to award of the following degrees: Associate in Arts (AA), Associate in Science (AS) and Associate in Applied Science (AAS). Traditionally Associate in Applied Science leads the graduate directly to employment in a specific career and is considered a non-transferable degree. Although initially the objective of the AAS was to enhance employment opportunities, nowadays some higher education institutions granting degrees on the undergraduate level recognize this degree for transfer of credits. Research on the mechanisms for transfer at Community College Denver has shown that courses of AAS degree in Business Administration are also eligible for transfer in case they are part of the general requirements or represent a part (maximum three thirds of the core requirements).

The methodology describes processes and activities which are organized and realized by following the logic and algorithm of the project management and they are structured around the following the typical project management phases: management, development, exploitation, quality assurance and self-evaluation, dissemination. It is important to underline that the commitment to constant quality assurance should be leading throughout the whole the process. Indicators for quality have to be defined at the very beginning in order to allow progress to be measured. By using the term quality assurance it is referred not only to the processes of internal and external quality assurance in the context of the higher education systems, but to quality control on every phase of the process of creating and developing

Associate degree programmes, hence the quality control is a horizontal policy which should be applied throughout the whole process. The culture of quality within the different programmes is an important part of the internal quality assurance procedures and a tool towards obtaining external approval for the programme.

As mentioned in the foreword, currently there are no Associate degree programmes in Bulgaria as stipulated in the Higher Education Act. The fact that the accreditation of Associate degree programmes is not currently an option in the context of the Bulgarian legislation is considered one of the biggest threads in the SWOT analysis made prior to starting working on the methodology. In the SWOT analysis the following **strengths** have been identified:

- The Associate degree programmes in tourism, travel, hospitality and culinary arts will guarantee employability for a large number of currently underqualified staff employed in tourism by helping them upgrade their skills and knowledge;
- It will be affordable and will allow graduates to go to the labor market only after 2 years of education;
- Open door admission;
- It will be accessible for a large number of potential students with a diverse profile;
- By mapping articulations between 2- and 4-year programmes in the concrete fields transfer to 4-year institutions will help students obtain a Bachelor degree on a later stage;
- It will be career-focused and will help students prepare for the real-life business;
- Creating sustainable links between the Associate degree programme in tourism and the business in order to enhance cooperation and help increase future employability of the graduates;
- According to a survey conducted in the framework of the current project and presented at the Atlantis conference in Toledo, U.S. in October 2009, the hospitality and tourism industry representatives are generally in favor of the Associate degree programmes and would accept graduates with such degree. 47 % of them gave positive reply on the question whether they would hire a candidate with Associate degree (Ivanov, 2009)
- Internationalizing the Associate degree programmes through programmes for students and teacher staff mobility, enrollment of international students and opportunities for internships abroad could contribute to their attractiveness.

Weaknesses:

- Associate degree programmes could be easily confused with vocational degree programmes, if sufficient information is not provided;
- Due to its shorter duration the programme might not be able to provide in-depth knowledge in fields related to the concrete area of study;
- Due to its practice-oriented approach and the limited amount of theoretical courses, the programme will be less academic.

Opportunities:

- Practice-oriented and career-focused programmes will become more and more attractive for the students in Bulgaria;
- Tourism in Bulgaria is one of the leading economic sectors even in times of economic and financial recession and the demand for qualified workforce in tourism is expected to remain high;
- Programmes like Lifelong learning and Human Resource Development Operational programme in Bulgaria provide a variety of opportunities for project development in the fields of vocational training, student internships, student mobility and transfer of innovative practices and in this way they could contribute to the attractiveness of the Associate degree programmes;
- People who otherwise would not enter the higher education system due to their social background or the duration of the traditional higher education programmes in Bulgaria will be interested to participate in the programmes leading to award of Associate degree;
- In a survey conducted in the framework of the current Atlantis project dedicated to the problematic of short-cycle higher education almost 60 % of the students inquired proved to have a positive attitude and declared that they would have chosen such a degree programme if it was available at the time of their enrollment (http://atlantis.vumk.eu/docs/Prouchvane_04.pdf, p.17).

Threats:

- The postponed reform of the higher education systems and the outdated character of the current legislation;
- It can't be accredited according to the current legislation in Bulgaria;

- The decreasing number of high school graduates in Bulgaria due to negative demographic trend for the last 20 years;
- A lot of students in Bulgaria leave the country and go abroad to study;
- Education is a conservative sector and society is traditionally suspicious of new forms of education;
- A large part of the society still has prejudices concerning the length of the higher education believing that the length of the programmes guarantees better quality and of the degree and higher employability by making parallels with the so called semi-higher (in Bulgarian *полувисше*) education from the recent past;
- It will be strongly criticized by the representatives of the status quo, especially strong criticism is expected from representatives of the state higher education institutions, since by introducing the Associate degree programmes they will receive state funding for a shorter period of time. They strongly opposed the three-year Bachelor programmes referring to the supposedly lower quality of the education;
- Number of new programmes and forms of education constantly increasing in Bulgaria.

Taking into consideration the SWOT analysis and based on surveys made in U.S. on the profile of the community college students (Slantcheva-Durst, 2009:8) one can presume that the following possible student profiles will emerge: adults, returning-workers, first generation students, students coming from disadvantaged backgrounds. On the other hand these groups should be pointed out as typical target groups which the Associate degree programmes in tourism, travel, hospitality and culinary arts will be intended for.

Defining the target group is an essential element of the preliminary phase of every project along with the definition of the levels of responsibility and the decision making bodies. In the process of developing and establishing an Associate degree programme in tourism, travel, hospitality and culinary arts the following levels of responsibility have been identified based on practices proposed for application in the Institutional guidelines for quality improvement of joint degree programmes (Hoffmann & Crosier, 2006:42): level of coordination involving a number of staff members responsible for effective coordination of the process between all participants and stakeholders on daily basis; level of the faculty members, represented by the lecturers and teachers in charge of developing a relevant content of the curriculum who will be involved in delivering the programme; institutional level represented by senior staff members responsible for the programme sustainability, funding and effective marketing in

case accreditation would be awarded to the programme. There are two main types of tasks which should be completed on the different levels of responsibilities:

- Organizational: referring to the coordination of activities among and within the different levels
- Didactical: referring to the elaboration of different documents, academic content, strategies and materials connected to the learning and teaching process.

The methodology for design of Associate degree programme in tourism, travel, hospitality and culinary arts covers the following stages:

1. Initiation and planning: building up a steering group, planning of activities and elaboration of time chart, distribution of responsibilities, communication
2. Execution: conception and development of programme's educational objectives and learning outcomes; defining admission criteria; elaboration of academic content and educational practices and strategies corresponding to the learning outcomes; defining measurable performance criteria and assessment and evaluation mechanisms; development of documents guaranteeing transparency policy of the programmes to be; elaboration of strategies for student transfer to bachelor programmes and academic partnerships; elaboration of sustainability strategy of the programme, marketing strategy; quality assurance, monitoring and self-evaluation.

As mentioned above, the purpose of the methodology is to map out the consequential activities completed in the process of developing new Associate degree programmes in tourism, travel, hospitality and culinary arts. In order to illustrate more efficiently the results of the different activities the following additional information has been provided in the appendixes:

Appendix 1: Associate degree study programme in culinary arts

Appendix 2: Basic information on the courses to be delivered in the framework of the programme

Appendix 3: Relevance of the courses towards programme's learning outcomes.

II. PHASE 1: INITIATION AND PLANNING

2.1. Step 1: Building up a steering group

The steering group consists of a coordinator, programme leader and a member of the senior management of the higher education institution in charge of accreditation and assessment. The three members of the steering group represent the three different levels of responsibility which are identified as follows:

- Level of coordination: facilitating the communication and collaboration between the different levels of responsibility and between the team developing the programme and different stakeholders;
- Level of faculty: includes all faculty members involved in the academic content and module descriptors development, study materials selection, pedagogical methodology.
- Institutional level: members of the senior management of the higher education institutions who are responsible for programme's sustainability, institutional accreditation, fundraising and marketing and represent the decision making level within the institution.

The coordinator is responsible for the overall coordination of the process and its smooth course. The programme leader shall distribute the tasks to the faculty members involved in the curriculum development and observe and monitor the progress made in order to guarantee relevance of the academic content towards the programme objectives and learning outcomes. The third member of the steering group will ensure support on highest level within the institution taking care of issues related to Associate degree programme's future accreditation, sufficient funding and sustainable development.

2.2. Step 2: Defining stakeholders

The elaboration of new degree programme is a complex task requiring the expertise, professional experience and collaboration of a large number of stakeholders. Inside the institution the following stakeholders are identified:

- Faculty members: the contribution of all faculty members is highly appreciated in the process of developing the Associate programmes in tourism, travel, hospitality and culinary arts. On one hand, their teaching experience on the undergraduate level will allow them to provide feedback regarding the type and proper amount of information envisaged for teaching within the Associate degree programmes in order to achieve the specific learning outcomes consistent with the level of short-cycle higher education. On the other hand, their

diverse teaching and research profile will guarantee a complex and interdisciplinary approach towards the curriculum development. Within social studies tourism and hospitality represent an area showing interdependency with a number of areas, such as management, marketing, sociology, psychology, geography, environment, political sciences, mathematics, statistics, anthropology, culture, information technologies, etc. In large institutions this process could require cross-over involvement of different departments or schools.

- Career center: being in charge of students' career advising and assistance in the area of professional development and realization, career centers facilitate direct links between education and business and in this regard they should play a significant role in the process of curriculum development of the Associate degree programmes in tourism, travel, hospitality and culinary arts.

- Students: students' contribution to the process of curriculum development is necessary and it could take place in the framework of feedbacks provided by them on the relevance and efficiency of the pedagogical methods planned to be applied, surveys on the horizon of students' expectations regarding certain study programme, surveys on their work experience gained through internships and placements and its relevance towards the curriculums existing. In higher education institutions where the student profile is not typical, hence students are adults, often over 30 or/and have already extensive work experience or/and come from disadvantaged backgrounds, the feedback of these students on the quality of the Associate degree programmes planned is crucial.

- Members of administration: in the process of Associate degree programmes development the expertise of staff members in charge of academic affairs, student counseling and personal development, interinstitutional relations and cooperation and mobility programmes is valuable in terms of academic issues, credits transfer and recognition, instruments guaranteeing the transparency of the degree programme.

Outside the institution the involvement of the following stakeholders is considered important:

- Faculty members and students of other higher education institutions offering and delivering programmes in tourism, travel and hospitality management;

- Alumni: former students are considered the best ambassadors of their institutions and their contribution in terms of work experience sharing is important;

- Employers, labor market and human resource management experts;

- Trade union representatives;

- Representatives of chambers of commerce and tourism.

Business representatives are involved in the process of defining programme's objectives, its learning outcomes and in the study programme's design. The principles and mechanisms of interaction between the higher education institutions in U.S. and the business and corporate world in the respective states have been developed over the years and are based on a long tradition in the society of helping each other. It represents a common commitment to excellence, success and prosperity. It is considered an honor and privilege to be able to help the younger, the less experienced, the one in need. In the context of this tradition and values the higher education institutions have established the following good practices for engagement with the business and professional communities:

- formal committees consisting of business representatives, who are professionals in a specific area and faculty members with teaching and research profile in the same area; they gather and sit twice a year discussing current issues and the relevance of the study programme's learning outcomes and the curriculum in the light of the current business environment and economic conditions. These meetings are regular, the business representatives have majority in the committee and the results and outcomes of these discussions are implemented and incorporated in the study programmes by the higher education institutions (Community College of Denver);

- ad hoc focus groups which are convened by the leaders of the different study programmes at the higher education institutions; these ad hoc groups consist of representatives of the business and corporate world and one faculty member who is in charge of facilitating the meeting, but is not involved in the discussion and in the decision making process; recommendations made by the ad hoc working group are to be taken into consideration in the process of improving and upgrading the study programmes (Metropolitan State College of Denver);

- revision of the business programmes by representatives of the business and corporate world, alumni, business agencies every 5 – 10 years, based on surveys conducted among them regarding their experience and expectations from the graduates of a specific programme;

- Organization of lecture series bringing together prominent business leaders, distinguished representatives of different economic sectors, human resource managers of high-profile companies (University of Denver).

2.3. Step 3: Elaboration of work schedule of activities and tasks, distribution of responsibilities

The purpose of the work schedule is to identify all the phases, activities and tasks leading to the achievement of the initial goals mapped out. By creating a work schedule all participants involved will be provided with a roadmap ahead allowing them to monitor and follow the progress on a regular basis. The different activities and tasks should be represented as challenges which are to be overcome within a specified time limit by concretely mentioned responsible persons and disposable resources.

2.4. Step 4: Communication

The team is requested to prepare a communication plan in order to keep informed all stakeholders on the progress made. It allows the team working on the project to communicate a consistent message towards all stakeholders. Since short-cycle higher education is currently not part of the higher education system in Bulgaria and society is highly sensitive towards any changes in the system, it is important to elaborate a communication strategy which will contribute to effective dissemination of information regarding the advantages of the short-cycle higher education.

III. PHASE 2: EXECUTION

3.1. Step 1: Conception and development of programme's educational objectives and learning outcomes; admission criteria

Prior to starting working on development of Associate degree programmes in tourism, travel, hospitality and culinary arts a clear definition of the programmes' educational objectives is needed. The programme objectives should be consistent with the mission of the institution. It is important to outline that the mission of the institutions is not written in stone and it can undergo changes due to changes in the society, business environment and following the technological progress. At Metropolitan State College of Denver's School of Business the mission statement refers to ethics, technology and the learning goals set up to be achieved as a result of the education at the school. It has been identified as a good practice that there is an assessment committee chaired by the Dean of assessment which is built up to measure the progress on the learning goals mentioned in the mission statement in the framework of a three-year cycle. During the first year the assessment committee is involved in data gathering. Data gathering is based on course-embedded assessment which refers to the process of examining the specified assignments completed by students and enabling the committee members to define the extent to which the students meet the beforehand specified learning goals. The data gathering is followed by extensive analysis during the second year and its results are summarized in a document with recommendations for action. During the third year the recommendations are being implemented and changes in the mission are introduced if this is needed.

Mission statement is leading by defining the learning outcomes and the programme educational objectives, which on the other hand are interdependent. According to ABET's definitions (the recognized accreditor in U.S. for college and university programmes in applied science, computing and technology), the programme educational objectives are "broad statement that describes the career and professional accomplishments that the programme is preparing graduates to achieve". The programmes in tourism, travel hospitality and culinary arts leading to award of Associate degree have typically the following general objectives:

- *to prepare students for management and supervisory positions within the hospitality industry, develop student's intellectual awareness, to prepare the student for all areas of industry employment, to allow the student to become fully involved in a chosen field*

(Owens Community College: Hospitality Management, Associate of Applied Business degree)

- *to provide students with basic lodging and restaurant operation skills and progress to hospitality management training through classroom instruction, laboratory experience, and cooperative education. Graduates earn an Associate of Applied Business degree and are prepared for supervisory positions in a variety of hospitality venues including hotels, restaurants, clubs, and catering companies* (Cincinnati State and Technical and Community College: Hospitality Management Technology, Associate of Applied Business degree)
- *to provide students with quality-learning experiences to enhance initial employment opportunities and to improve technical and supervisory skills for career advancement in food service, lodging and tourism* (Columbus State Community College: Hospitality Management, Associate of Applied Science degree)

In the quoted programme's objectives the following affirmations stand out: (1) the Associate degree programmes in tourism and hospitality prepare the students for the variety of challenges of the travel and hospitality industry and (2) provides them with skills and expertise that allows them to achieve career advancement in fields within tourism, hence career development and promotion to supervisory positions is possible.

The statements that describe in details what student is expected to know, understand and able to do by the time of graduation are also known as learning outcomes. Although learning outcomes are interrelated with the programme's objectives, their formulation and writing represent a complex process which is time consuming and requires commitment from all faculty members involved in the teaching process and the students as well. At this stage stakeholders like employers and human resource experts may provide valuable input by giving feedback on their expectations regarding the graduates of a certain programme. There are a number of good practices identified which are related to the process of writing learning outcomes and they include the following steps

(<http://research.crc.losrios.edu/Instructions%20for%20Writing%20Student%20Learning%20Outcomes.htm>):

1. Brainstorming among stakeholders (faculty member, students, business representatives, human resource experts) about what the ideal graduate should know, understand and be able to do;

2. Preparing a draft list of learning outcomes that will be later further elaborated, corrected, upgraded due to changes inside and outside the institution (e.g. change of the typical student profile, changes occurred in the social and economic environment and in the labor market's needs);
3. Creating clear connection and interdependence between the different courses delivered within the programme and their impact on students and the listed learning outcomes;
4. Gathering feedback from students on the efficiency of the courses delivered in terms of learning outcomes and to what extent the expectations embedded in the learning outcomes are addressed;
5. Designing assignments to measure students' achievement regarding each of the learning outcomes;
6. Analyzing data in order to undertake measures to revise and update learning outcomes, educational practices, academic content or programme;
7. Establishing sustainable mechanisms for regular revision of the learning outcomes.

The learning outcomes meet the following criteria:

- they are appropriate to the programme level
- similar outcomes are grouped into single statement
- all outcomes are assessable through a variety of mechanisms and over time throughout the curriculum
- learning outcomes are easily measurable and can be addressed directly in a series of assignments or projects
- learning outcomes are reasonable in number (4-7 ideal, more than 12 unmanageable), clear and understandable to students and someone outside the field
- learning outcomes use format Action verb – Something
- learning outcomes should have references to professional standards or organizations.

The learning outcomes' are expected to show clear reference to the of Bloom's Taxonomy. As well known, Bloom's taxonomy, created in mid sixties of the previous century, identifies three of educational activities:

Cognitive: mental skills (Knowledge)

Affective: growth in feelings or emotional areas (Attitude)

Psychomotor: manual or physical skills (Skills)

These learning behaviors are often mentioned as KSA (Knowledge, Skills, and Attitude) and are applied as descriptors in the definition of different levels of the European Qualification Framework as well. Initially intended for application within the higher education, the cognitive domain that emphasizes intellectual outcomes is divided into the following categories (<http://www.nwlink.com/~donclark/hrd/bloom.html#cognitive>):

1. Knowledge (key words: defines, describes, identifies, knows etc.)
2. Comprehension (key words: comprehends converts, defends, distinguishes, estimates etc.)
3. Application (key words: applies changes, computes, constructs, demonstrates, discovers etc.)
4. Analysis (key words: analyzes, breaks down, compares, contrasts, selects, separates etc.)
5. Synthesis (key words: categorizes combines, compiles, composes, creates, designs, summarizes, tells, writes etc.)
6. Evaluation (key words: appraises compares, concludes, contrasts, criticizes, critiques, defends etc.).

It is expected that on short-cycle higher education level the learning outcomes refer to the upper end of Bloom's taxonomy, in other words graduate will be able to "separate material or concepts into component parts so that its organizational structure may be understood and distinguish between facts and inferences" (level 4 analysis); they will be able "to build a structure or pattern from diverse elements and to put parts together to form a whole, with emphasis on creating a new meaning or structure" (level 5 synthesis) and after two years of education also proving capacity to apply critical thinking by "making judgments about the value of ideas or materials" (level 6 evaluation). It is expected that critical thinking is further developed in case of student transfer to 4-year institutions and later during the education leading to award of master's degree.

In this context the following learning outcomes have been developed for the Associate degree programmes in tourism and hospitality:

Owen Community College, Hospitality Management, Associate of Applied Business:

- *Students will demonstrate safe and sanitary food handling practices as stipulated in local, state and federal laws*
- *Students will demonstrate fundamental food production skills necessary to meet the demands of the professional kitchen*
- *Students will apply concepts of nutrition through the creation of menu items marketable by professional hospitality organizations*
- *Students will demonstrate communication and supervision skills necessary for success in hospitality leadership positions*
- *Students will demonstrate leadership techniques necessary to manage a diverse workforce*
- *Students will describe the role of business integrity and ethics within the hospitality industry*
- *Students will demonstrate communication skills appropriate for a professional business setting*
- *Students will utilize critical thinking skills during job performance*

Columbus State Community College, Associate Degree in Hospitality Management, Travel/Tourism/Hotel Management Major, the graduate will be able to:

- *Maintain appropriate standards of professionalism, including ethical behavior and adherence to dress and grooming codes required for the industry*
- *Set and maintain high quality service standards for satisfying diverse customers*
- *Demonstrate effective written and oral communication with management, employees and customers*
- *Demonstrate skills in team-building, coaching, motivating and supervising employees*
- *Demonstrate knowledge of hiring and training processes*
- *Perform math calculations necessary for the industry*
- *Utilize computer software and on-line resources applicable to the industry*
- *Demonstrate problem solving and critical thinking skills*
- *Analyze financial reports and determine appropriate operational procedures*
- *Establish and maintain safety, sanitation, and security standards*

- *Demonstrate the ability to market and sell products and services*
- *Demonstrate a basic knowledge of and an ability to comply with current laws, rules, and regulations governing food service, lodging and tourism*
- *Apply destination geography knowledge as required in hotels and tourism*
- *Utilize travel industry reference materials and the internet*
- *Complete detailed customer travel itineraries for individuals and group tours*
- *Demonstrate a working knowledge of lodging operations*
- *Demonstrate a basic knowledge of meeting planning and catering services*
- *Create a plan for promoting a tourist event or site in the community or region.*

By analyzing the learning outcomes of the Associate degree programmes in travel, tourism or hospitality the following facts stand out:

1. The higher education institutions prefer to formulate the outcomes precisely by pointing out concrete fields of work or activities to be completed and describing concrete duties that are expected to occur during the working process in the concrete field.

2. Along with professional skills, in-depth knowledge and competences enabling the graduates to work in different areas of the industry, learning outcomes refer also to ethics and integrity.

It is interesting to compare these general outcomes with the results of the education at undergraduate level in Bulgaria. As stipulated in article 4 of the state regulation for the requirements for obtaining bachelor and master degree, on the undergraduate level students should obtain an overall picture of their professional field and specialty; they will acquire extensive theoretical knowledge and practical skills; students will acquire skills allowing them to adapt to the ever changing conditions of labor market; they will develop skills for independent work and teamwork.

Appendix 3 of the present methodology presents a pilot study programme in Culinary Arts, leading to award of transferable Associate degree. Based on U.S. experience the following learning outcomes of this programme have been identified. Graduates of the programme should be able:

1. to display extensive knowledge of food: cooking methods, baking techniques, nutritional concerns, menu development;
2. Demonstrate proficiency in food production techniques and serving;

3. Demonstrate knowledge of alcoholic and non-alcoholic beverage service;
4. Demonstrate leadership skills
5. Demonstrate skills to communicate effectively, both orally and in written form and ability to work in a multicultural environment
6. Apply critical thinking during work performance and display ability to solve problems
7. Display an understanding of professional and ethical behavior and commitment to high standards of excellence in performing professional responsibilities.

In order to define precisely the end results of the education process, it is important to take into consideration the students' knowledge, skills and competences upon enrollment, in other words defining admission criteria is crucial for the development of the new study programme. Most of the institutions establish their own admission criteria along with the prerequisites existing in compliance with the national legislation which generally include a proof of secondary school completion (usually 12 years of schooling).

Although generally a high school diploma is a precondition for joining a programme on the undergraduate level, it is important to point out the existence of the so called *dual enrolment programmes* which allow high school students to receive both high school and college credits for taking a college-level course. Another term for the programmes allowing high school students to earn college credits is *concurrent enrollment* or *early college programme*. There are numerous benefits of the dual enrolment for high school students such as shortening the time to obtain a degree, reducing college expenses, avoiding duplication in course content, smooth transition from high school to college, access for high school students to college resources and facilities. Traditionally the students choose to participate in dual enrollment programs offered by colleges situated close to their homes and high schools. Courses could take place either at the high school or the college. Nowadays dual programme courses for high school students are offered also on-line. Regis University in Denver has introduced the so called *Bachelors to Masters programme*, which provides another example for transfer and recognition of credits obtained on different levels within the higher education system. According to the regulations of the programme two or three masters-level classes which fulfill the undergraduate requirements will also count toward the master's degree. This practice of credit transfer and recognition between different educational levels is extremely innovative for Bulgaria and its introduction will lead to minimizing redundancy in academic content which often occurs in specific practice-oriented courses taught in vocational high schools and later on the undergraduate level.

3.2. Step 2: Development of academic content, module specifications, pedagogical methodology and educational practices and strategies corresponding to the learning outcomes

As mentioned above, the process of development the academic content is closely interrelated with the process of writing the learning outcomes for a specific programme. This interdependence between the different learning outcomes and the contribution of the different courses towards achieving these can be demonstrated with a table pointing out to which learning outcome contribute the different courses (see appendix 3).

It is important to outline that the faculty members in charge of the new curriculum architecture have freedom and flexibility to choose and shape the pathways towards the end results. The courses are chosen based on their relevance to the outcomes and in compliance with the national regulations for workload and credit allocation. In Bulgaria the higher education institutions apply the European system for transfer of credits in compliance the regulation of the Ministry of Education from 2004 which has binding character. According to it 1 credit has the workload of 25 – 30 hours, which are the sum of the contact hours and the hours dedicated to student centered learning hours) and each semester is 30 ECTS. According to the regulation on the state requirements of 4-year degree programmes the number of hours should not be higher than 3000 and less than 2200. Based on this it could be estimated that the number of the hours in an Associate degree programme will be between 1100 and 1500 and the number of ECTS 120.

The curriculum of the Associate degree study programmes in U.S. consists of different types of courses grouped around the three different categories of requirements that should be completed by the students:

- General education requirements/ general studies: courses that both complement and support the students' preparation in their major field or specialization by introducing the students to the diversity of various academic areas such as Mathematics (e.g. courses in Algebra, Finite Mathematics), Communications (e.g. Public speaking, Composition and Rhetoric Technical Writing), Social and Behavioral Studies (Microeconomics, Macroeconomics), Computers/technology, Humanities (e.g. Business Ethics)
- Core requirements/ major courses: courses closely related to the major field of study

- Related requirements: courses that the student completes in disciplines closely related to the major field of study.

After defining the courses to be included in the programme curriculum a detailed courses description is prepared. The minimal information a course description shall include refers to its code/number, the credits allocated, the restrictions or prerequisites, the assessment types, aims, outcomes, learning and teaching delivery methods (including number of contact hours and hours for student centered learning), indicative content and recommended and required reading materials.

3.3. Step 3: Defining measurable performance criteria, and assessment and evaluation mechanisms

The processes that identify, collect, use and prepare data that can be used to evaluate student's achievement are known as assessment. The applied assessment types which provide evidence of the students performance are written test, practical test, quiz, field trips, course work, certification, laboratory performance, portfolio, case studies, discussion, homework, project/presentation, experiential learning. On the other hand the process of reviewing the results of data collection and analysis and making a determination of the value of the findings is called evaluation. Efficient assessment and evaluation are possible only if specific, measurable performance criteria are identified in addition. It is important that the indicators are confirmable through evidence.

3.4. Step 4: Elaboration of transparency policy strategy

Along with the compulsory application of the ECTS the transparency of the programme is guaranteed through the following tools:

- Diploma
- Diploma Supplement
- Transcript of records

The documents referring to the Associate degree should be in compliance with the Bulgarian regulation stipulating the compulsory content of the official documents issued by the higher education institutions.

The transparency policy should be supported by mechanisms for student counseling and advising: by providing advising to the students they are helped to attain their educational goals by planning the most appropriate course selection, discussing academic concerns,

reviewing the current progress made etc. Academic counseling can be supplemented by counseling in the area of career decision making. It aims at discussing interests and goals of the students and learning more about their future career. In the framework of the programme counseling topics related to personal growth and development could be discussed such as reducing test anxiety, learning stress and time management skills etc.

3.5. Step 5: Elaboration of strategies for student transfer to bachelor programmes and academic partnerships

It is a well known fact that one of the main motives for obtaining an AS and AA degree traditionally was the option for transfer to 4-year institutions in order to obtain a bachelor degree by enjoying the advantages of being a community college student. There are a great number of good practices identified in the process of facilitating this transfer. The elaboration of articulation agreements between the 2 and 4-year institutions is the most applied method. Some of these agreements stipulate in details the conditions under which the transfer is possible (name of the courses, learning outcomes, number of the credits). Other agreements provide a more general framework for cooperation. In certain cases transfer is possible based on fact that a certain number of institutions have built an association (e.g. the network of the state higher education institutions in Colorado allowing students from Community College of Denver to transfer to Metropolitan State College of Denver and the University of Colorado Denver). There are institutions which allow transfer only from and to institutions accredited by the same accreditation organization. In other cases the scope of transfer does not go beyond the state boundaries. Most of the institutions have pointed out a number of credits which should be obtained at them in order to grant a degree. Although planning of effective and efficient transfer is usually students' responsibility, most of the institutions provide help in the framework of the student advising activities.

The Associate degree programmes in tourism, hospitality and culinary arts lead in most cases to award of Associate of Applied Sciences or Associate of Applied Business. Although traditionally these degrees have been considered as non-eligible for student transfer, a lot of institutions nowadays apply different approaches by the credit transfer and recognition. Community College of Denver, for instance, guarantees to their students that by student transfer with AAS degree all courses being part of the general requirements will be considered transferable, however only $\frac{3}{4}$ of all credits earned in the framework of the core requirements will be recognized by the new institution.

Establishing academic partnerships including articulation agreements for transfer will enhance the opportunities for students' professional realization and will make the programme

more attractive. Prior to signing an articulation agreement a number of steps should be undertaken including screening of the programmes and reaching an agreement on the number of credits to be transferred and recognized based on the learning outcomes.

Although it can't be defined as a typical transfer, the experience of Johnson and Wales University with the Associate degree of Science in Culinary arts and its full recognition as a part of the Bachelor degree programme in Culinary Arts and Food Service Management delivered by the same institution can be identified a good practice. A similar approach has been applied for the last two years at International University College, Bulgaria as well. Although as mentioned above the short-cycle higher education is not officially part of the Bulgarian higher education system, the students at the HRC Culinary Academy at IUC attend courses from the first year study programme in Hospitality Management during their education and training in the 2-year programme in Culinary Arts. In case after graduating from the HRC Culinary Academy they decide to continue their studies in order to obtain a bachelor degree, the previously earned by them credits in Hospitality Management are transferred and recognized and they have to complete in addition another 120 ECTS for a period of 2 academic years. Based on this experience one can presume that when and if the Associate degree programmes will be introduced in Bulgaria, 2-year programmes in tourism, travel, hospitality and culinary arts will be transferable to 4-year programmes like Tourism Management or Hospitality Management, which are already taught in a significant number of state and private higher education institutions in Bulgaria.

3.6. Step 6: Elaboration of sustainability strategy of the programme and marketing strategy

It is important to elaborate and approve in advance written documents envisaging the steps to be undertaken in order to guarantee programme's sustainable development and progress in student enrolment figures. Both strategies should be prepared by representatives of the senior management of the higher education institution in charge of assessment and accreditation, fundraising and strategic management.

3.7. Step 7: Quality assurance, monitoring and self-evaluation

Commitment to high quality and excellence should be leading not only in the process of elaboration and realization of the proposed Associate degree programme, but also later during its realization and delivering. In order to achieve constant improvement in performance in the framework of the programme a number of programme assessment procedures are

recommended based on U.S. experience at the following stages of the students' educational process:

1. Regular assessment of the student knowledge, skills and competences upon enrollment
2. Regular assessment of the programme quality in institutional context:
 - 2.1. Assessment of curriculum patterns
 - 2.2. Assessment of the classroom experience pedagogy
 - 2.3. Assessment of the faculty performance and the student characteristics
 - 2.4. Assessment of the out-of-class experiences co-curricular (if any are available) in the context of the programme objectives and learning outcomes
3. Assessment of social and educational environment

The assessment procedures include:

- questionnaires filled out by the different respondents;
- preparation of written analysis of the collected data;
- introduction of mechanisms for external evaluation;
- Preparation of an yearly report on the programme quality including recommendations for approval.

4. APPENDIXES

- 4.1. See Appendix 1
- 4.2. See Appendix 2
- 4.3. See Appendix 3

Appendix 1

STUDY PROGRAMME
ASSOCIATE DEGREE IN CULINARY ARTS

№	Code	Module / Subject	Contact hours					ECTS	
			Lectures	Seminars	PBL / CBL	Consultations	Practice		Total
1	2	3	4	5	6	7	8	9	10
First semester									
	CA101	Introduction to hospitality	10	20	10			40	3.50
	CA102	English for tourism and hospitality		50				50	4.50
	CA103	French for tourism and hospitality		40				40	3.00
	CA104	Information technologies	10	25				35	3.00
	CA105	Business communications	10	10	5			25	2.00
	CA106	Business ethics		15	10			25	2.00
	CA107	Nutrition	20	10		5		35	3.00
	CA108	Kitchen theory	20	10				30	2.50
	CA109	Hygiene	20	10				30	2.50
	CA110	Kitchen skills		50				50	4.00
Total			90	240	25	5	0	360	30.00
Second semester									
	CA201	Principles of management	20	20				40	3.50
	CA202	Menu planning and costs control	15	25	10			50	4.00
	CA203	Soups, Sauces and Stocks		25				25	2.00
	CA204	The world of meats		60				60	5.00
	CA205	The world of seafood		35				35	3.00
	CA206	Pastry and baking		60				60	5.00
	CA207	Economics	30	20	15			65	5.50
	CA208	Business environment	5	10	5	5		25	2.00
Total			70	255	30	5	0	360	30.00
Third semester									
	CA301	Summer internship					50	50	7.50
	CA302	Human resource management	15	25	5	5		50	4.00
	CA303	Organisational behaviour	20	10	5	5		40	3.50
	CA304	Wine and beverage theory and identification	10	30				40	3.50
	CA305	Dining hall management and operations	10	15				25	2.00

CA306	Introduction to restaurant table service		25				25	2.00
CA307	Classical French cuisine	20	40				60	7.50
Total		75	145	10	10	50	290	30.00
Fourth semester								
CA401	International food and beverage management	30	30				60	5.00
CA402	Advanced food hygiene	20	20				40	3.50
CA403	Catering and banqueting	20	40				60	5.00
CA404	Cuisine of three continents	20	55				75	7.50
CA405	Leadership		30		15		45	5.00
CA406	Intercultural awareness for business	15	25				40	3.50
Total		105	200	0	15	0	320	30
Total for course of study		340	840	65	35	50	1330	120

Appendix 2

Code	Type	Module/Subject	Prerequisites	Assessment type	Aims
First semester					
CA101	Major course	Introduction to hospitality	None	Coursework, Written examination	<p>The aim of the subject is to acquire main professional competencies for organizing and implementing hotel and restaurant activities; for the guest's psychology and staff behavior; for the security systems and the repair activity. During the subject students gain knowledge and skills which are necessary for working in a hotel and a restaurant – how to establish good relationships with guests, how to serve the guests, different types of hotel services, guest cycle. Another aim is that students gain experience in relation to the chosen career and are more motivated to study the theoretical modules. The module is divided into two parts – introductory practice provided by 4 and 5 star hotels and vocational training /hospitality/ at the college. The placement preferably takes place in more than one department of the host company – Food and Beverage Department, Rooms Division Department etc.</p>

CA102	General studies	English for tourism and hospitality	None	Written and oral examination, quizzes	The aim of the course is to develop student's ability to communicate and work in English language environment through conversational workshops and menu and recipe writing with concentration on hospitality and culinary arts vocabulary development
CA103	General studies	French for tourism and hospitality	None	Written and oral examination, quizzes	The aim of the course is to develop student's ability to communicate and work in French language environment through conversational workshops and menu and recipe writing with concentration on hospitality and culinary arts vocabulary development
CA104	General studies	Information technologies	None	Course project, Written examination	This subject aims knowledge of basic principles, terms and interactions in respect of using media and information materials in their studies. Students should be able to work with standard MS Office applications (Word, Excel, PowerPoint) by the end of the module.
CA105	General studies	Business communications	None	Written exam, Presentation of project	This subject aims acquisition of knowledge, skills, understanding and practical techniques for communication in working environment. The accent is on skills for business communication, conflict management and negotiations.

CA106	General studies	Business ethics	None	Current assessment, Written exam	The aim of the subject is to educate students to have ethical business behaviour – with customers, colleagues (subordinates and superiors), suppliers, dealers and other publics. A second aim is to build knowledge and skills so that will help students prepare a corporate social responsibility programme.
CA107	Related professional studies	Nutrition	None	Written examination, Quizzes	The module is designed to present the core information about nutrition. Students get information about primary functions and best sources of each of the major vitamins and minerals. They discuss and demonstrate cooking techniques and storage principles for maximum retention of nutrients. Identification of common food allergies and determination of appropriate substitutions are included. Discussed are contemporary nutritional concerns such as vegetarianism, heart healthy menus, religious dietary laws and determination of the caloric content of food.
CA108	Major course	Kitchen theory	None	Written examination, Homework	An introduction to components of the culinary arts. Such topics covered are kitchen safety, knife knowledge, identification both small ware and fixed equipment of the kitchen, instruction on the proper use of kitchen equipment and the social, historical,

					and cultural forces that have affected the culinary, baking, and pastry professions.
CA109	Major course	Hygiene	None	Written examination, Homework	The subject aims at introduction to food production practices based on Cook Safe guide lines. Topics to be covered include prevention of food-borne illness through proper handling of potentially hazardous foods, HACCP procedures, legal guidelines, kitchen safety, facility sanitation, and guidelines for safe food preparation, storing, and reheating.
CA110	Major course	Kitchen skills	None	Current assessment, Practical test, Laboratory performance	An introduction to, and application of, fundamental cooking theories and techniques. Topics of study include kitchen equipment, knife skills, classical vegetable cuts, station organization, culinary French terms, ingredient yield percentage and food costing.

Second semester

CA201	General studies	Principles of management	None	Written examination, Course work	This subject aims acquisition of knowledge regarding essence of management and the features of managerial process in contemporary organization. The students should develop skills in respect of managerial practice as continuous chain of interrelated activities required by future managers;
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					abilities for performance of different roles.
CA202	Major course	Menu planning and costs control	None	Course work, written test	The subject aims at acquisition of theoretical and practical knowledge and skills related to the process of effective and efficient menu development leading to increasing the customer satisfaction, sales and profit.
CA203	Major course	Soups, Sauces and Stocks	None	Current assessment, Practical test, Laboratory performance	A continued instruction in fundamental cooking theories and techniques, stock production, stock production, broth/bouillon, thickening agents, soup preparation, grand sauces, timing, station organization, vegetable cookery by color and family and advanced soup cookery. The course also explores timing, station organization, palate development continued culinary French terms, and food costing.
CA204	Major course	The world of meats	None	Current assessment, Practical test, Laboratory performance and final plate presentation during class	An introduction to meat and meat fabrication for foodservice operations. In this course, students learn the fundamentals of purchasing specifications; receiving, handling, and storing meat; techniques for fabricating cuts for professional kitchen. Students will present a full plate with a side

					plate. Emphasis will be placed on ingredients, flavor profiles, preparations, and techniques.
CA205	Major course	The world of seafood	None	Current assessment, Practical test, Laboratory performance and final plate presentation during class	An overview to the principles of receiving, identifying, fabricating, and storing seafood. Identification will involve round fish, flat fish, crustaceans, and shellfish. Topics include knife skills, yield results, quality checking, product tasting, storage of various types of fish, techniques for fabricating cuts for professional kitchens and special storage equipment. Students will present a full plate with a side plate. Emphasis will be placed on ingredients, flavor profiles, preparations, and techniques.
CA206	Major course	Pastry and baking	None	Current assessment, Practical test, Laboratory performance and final plate presentation during class	An introduction to the principles and techniques used in the preparation of high-quality baked goods and pastries, with an emphasis on fundamental production techniques and evaluation of quality characteristics. Topics include bread fermentation and production, ingredient functions, and custard ratios and preparations. Continued instruction in the Fundamentals of Pastry and Bakery. The students will be given instruction in a workshop environment

					where a high volume production and team work will be emphasized.
CA207	General studies	Economics	None	Coursework, Quizzes, Written examination	Economics includes areas related to the microeconomic and macroeconomic environment of companies and their interdependencies with international conditions. Some basic topics are demand and supply, elasticity, costs of production, market structure, GDP, aggregate expenditures, business cycle, fiscal policy, etc. It studies business in a global environment, as the world is increasingly interconnected. Special emphasis is placed on the international markets.
CA208	General studies	Business environment	None	Coursework, Quizzes, Written examination	Business Environment includes issues related to the types of business and its social responsibility, structure and functions of the state regarding business, labor force, types of investments, banks and insurance companies. Students will study the nature and components of macro and microenvironment. A special emphasis will be placed on obtaining funding for business.

Third semester

CA301	Major course	Summer internship	Completed courses from 1. and 2. semester	Portfolio and defence	The aim of the summer internship is that students gain real life experience while working in a hotel and/or restaurant. They have to work for at least 10 weeks and prepare a report with a predetermined structure. The goal is that students apply their knowledge from the first academic year and improve their practical skills.
CA302	General studies	Human resource management	CA104, CA201, CA202, CA301, CA302,	Written examination, Participation in management game, Current assessment	This subject aims acquisition of theoretical and practical knowledge about the management of human resources within the company. The subject is fundamental and compulsory for all programmes. It creates the skills necessary for the strategic and daily management of human resources.
CA303	General studies	Organisational behaviour	CA104, CA201, CA202, CA301, CA302,	Written examination, Current assessment	This subject aims acquisition of theoretical and practical knowledge and skills for recognition of basic behavioural determinants – individually and in the organization – individuals, groups and organizational structures. The subject aims at helping students be more effective in their future work relationships with colleagues and equip them with appropriate knowledge and skills to work in and manage groups.

CA304	Major course	Wine and beverage theory and identification	None	Written test, Practical test	The course aims at examination of the roles that wines and spirits play as quality beverages in professional foodservice operations. The course will emphasize styles of wine from around the world; the theory of matching wine with food; tasting wines, beers, and other beverages; and organizing wine service. Subjects to be explored include purchasing, storing, issuing, pricing, merchandising, and serving wines and spirits in a restaurant setting.
CA305	Major course	Dining hall management and operations	None	Written test, Practical test	This class will provide students with the opportunity to plan, organize, staff, direct, and control a restaurant or bakery café from the perspective of menu design, service, finances, staff, design, layout, production, purchasing, and productivity. It will integrate material taught in other classes and result in a culminating assignment developed by each student.
CA306	Major course	Introduction to restaurant table service	None	Written test, Laboratory performance	Topics to be examined include guest relations, professional communications, order taking in an à la carte environment, service sequence, cash handling, beginning merchandising, table skills, and dining room preparation.

CA307	Major course	Classical French cuisine	Completed major course from 1. and 2. semester	Current assessment, Practical test, Laboratory performance and final plate presentation during class	The course aims at in-depth study of Cuisine Classique. Previously acquired techniques are applied and refined. Emphasis is placed on French menu terminology, techniques and sauces.
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Fourth semester

CA401	Major course	International Food and Beverage management	CA305, CA306, CA307	Project and presentation	This module aims to develop in students a critical awareness of the various internal and external factors which influence the management of food and beverage departments in the UK and overseas. The module requires students to review current and theoretical practices and to explore issues that are presently affecting the effective management of Food and Beverage operations. Students will be required to identify and evaluate issues that appertain to the current and/or future of a selected commercial/non-commercial organisation, make a qualitative judgment and propose a solution to the issues identified and their implications for management.
CA402	Major course	Advanced food hygiene	Completed major courses from 1., 2. and 3. semester	Written test	The module builds upon the knowledge and experience gained at Levels 1 and 2, including Industrial Work Experience

CA403	Major course	Catering and banqueting	Completed major courses from 1., 2. and 3. semester	Written examination, course project	The course is designed to provide explanations of various kinds of career opportunities available as well as skills needed to succeed in catering business. It walks the students through every aspect of a catering business, including launching a catering enterprise, pricing profit, setting a catering kitchen, planning successful events, preparing distinctive food, managing staff, marketing the business managing the dining room
CA404	Major course	Cuisine of three continents	Completed major courses from 1., 2. and 3. semester	Current assessment, examination of student performance and final plate presentation during class	During the class student will prepare, taste, serve, and evaluate traditional, regional dishes of Italy, Mexico and Japan. Emphasis will be placed on ingredients, flavor profiles, preparations, and multiple cooking techniques.
CA405	General studies	Leadership	CA202, CA303, CA304	Written examination, course project	This subject aims acquisition of theoretical and practical knowledge regarding core characteristics of different leadership styles and their influence on employee performance. Students should gain knowledge and skills that will help them become excellent leaders.
CA406	General studies	Intercultural awareness for business	None	Coursework, Group presentation and individual reflective report	The module is designed to foster intercultural learning and sensitivity to cultural diversity. This will enable students to recognize and address various dimensions of culture-bound differences when working in

					<p>multicultural business environments.</p>
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Appendix 3

Code	Subject/ Course	LO1	LO2	LO3	LO4	LO5	LO6	LO7
		Display extensive knowledge of food: cooking methods, baking techniques, nutritional concerns, menu development	Demonstrate proficiency in food production techniques and in food serving	Demonstrate knowledge of alcoholic and non-alcoholic beverage service	Demonstrate leadership skills	Demonstrate skills to communicate effectively, both orally and in written form and ability to work in a multicultural environment	Apply critical thinking during work performance and display ability to solve problems	Display an understanding of professional and ethical behaviour and commitment to high standards of excellence in performing professional responsibilities
CA101	Introduction to hospitality management				X	X	X	X
CA102	English for tourism and hospitality	X				X		
CA103	French for tourism and hospitality	X				X		
CA104	Information technologies					X	X	
CA105	Business communications					X	X	X
CA106	Business ethics					X	X	X
CA107	Nutrition	X						
CA108	Kitchen theory	X						
CA109	Hygiene	X						
CA110	Kitchen skills	X	X					
CA201	Principles of management				X	X	X	X
CA202	Menu planning and costs control	X	X					
CA203	Soups, sauces and stocks	X	X					
CA204	The world of meats	X	X					
CA205	The world of seafood	X	X					
CA206	Pastry and baking	X	X					
CA207	Economics				X	X	X	X
CA208	Business environment				X	X	X	X

CA301	Summer internship	X	X			X	X	X
CA302	Human resource management				X	X	X	X
CA303	Organisational behaviour				X	X	X	X
CA304	Wine and beverage theory and identification			X				
CA305	Dining hall management and operations		X	X				
CA306	Introduction to restaurant table service		X	X				
CA307	Classical French cuisine	X	X					
CA401	International food and beverage management	X	X	X		X		
CA402	Advanced food hygiene	X						X
CA403	Catering and banqueting	X	X					
CA404	Cuisine of three continents	X	X			X		
CA405	Leadership				X	X	X	X
CA406	Intercultural awareness for business				X	X	X	X

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