

Doc. 300.1.2

Date: 01.09.2023

## Higher Education Institution's Response

- **Higher Education Institution:**  
KES College
- **Town:** Nicosia
- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

**In Greek:**

Διεύθυνση Επισιτιστικών Τεχνών (4 Ακαδημαϊκά Έτη,  
240 ECTS, Πτυχίο)

**In English:**

Culinary Arts Management (4 Academic Years, 240  
ECTS, Bachelor of Arts)

- **Language(s) of instruction:** Greek or English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Γαστρονομικές Τέχνες / Αρτοποιία και  
Ζαχαροπλαστική

**In English:** Culinary Arts / Bakery and Pastry



**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

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

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Thematic categories	Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1.a. Programme and courses learning outcomes	The overall programme objectives reflect the learning outcomes expected for this programme of study at the undergraduate level. <b>The wording of the modules learning outcomes could be rephrased in some cases to reflect the critical analysis and synthesis</b> that is expected at degree level at the final year of the study.	<p><b>1.a.a.</b> The Curriculum Design and Development team has undertaken a process of reviewing and, where warranted, eliminating, replacing, integrating and rephrasing the learning outcomes of <i>all of the courses of the programme of study so as to satisfy the recommendation of the EEC</i>. The team has read through the learning outcomes of all the courses and rephrased the learning outcomes so as to reflect the bachelor level of the programme of study (CyQF 6). To do so, the team took the following two actions:</p> <p>a. <b>All</b> the learning outcomes of <b>all</b> the courses where categorised under the categories <b>knowledge, skills and competences (γνώσεις, δεξιότητες, ικανότητες)</b> and the learning outcomes were examined, rephrased and placed under the correct category, following the CyQF framework.</p> <p>b. <b>All</b> the learning outcomes of <b>all</b> the courses of the programme of study where <b>rephrased, some have been replaced or eliminated, and all of them have been altered so to reflect measurable actions</b>. The team also made sure that the action verbs that were used to describe the learning outcomes (see <b>Appendix A</b> for the original course syllabi and <b>bold</b> verbs in <b>Appendix B</b> of the revised course syllabi) were reflective of the Level 6 academic standard. For example, the team made sure to use verbs such as <b>assess, analyse, critique, justify, defend, examine etc.</b> so to indicate the expectations placed</p>	Choose level of compliance:

	<p>The College should review the <b>wording of the skills, competences and knowledge as there is an overlap on those, one category is presented in other and the wording does not reflect the level of study.</b></p> <p>The <b>Learning outcomes of the courses should be revised to reflect the level of delivery, expectations from students and performance.</b></p>	<p>upon students who attend a level 6 qualification.</p> <p>As clarified above, the learning outcomes of <b>all</b> the courses were either <i>replaced, eliminated, or integrated, re-categorised and rephrased</i> to better reflect the level of study and the expectations placed upon students. The team did so whilst consulting the CyQF framework and using measurable verbs that replaced more vacuum verbs. Examples included above. Please consult <b>Appendix A</b> (original syllabi in Greek and English), and <b>Appendix B</b>, (revised syllabi in Greek and English), that make evident the significant changes in the learning objectives, as guided by the recommendations of the EEC.</p> <p>The team also confirms that it has proceeded with revising, rephrasing, eliminating and or replacing the learning outcomes of the programme of study, and ultimately placing them under the correct category of <b>knowledge, skills and competences</b>. Please see <b>Appendix C</b> for the original learning outcomes of the programme of study and <b>Appendix D</b> for the revised learning outcomes of the programme of study.</p> <p>The team has reviewed the learning outcomes of the programme of study and confirms that it has proceeded with <i>rephrasing, replacing or eliminating learning outcomes and placing them under the correct category of knowledge, skills and competences</i>. This action was taken so as to confirm that the learning outcomes of the programme of study present the full picture of the knowledge, skills and competences the students are expected to acquire during the course of this programme of study. Please see <b>Appendix C</b> for the original programme of study learning outcomes both in English and Greek and <b>Appendix D</b> for</p>	
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		<p>the revised programme of study learning outcomes both in English and Greek. The team also confirms that it has proceeded with <i>replacing, eliminating, or integrating, re-categorising and rephrasing the learning outcomes of the courses</i> so as to better reflect the level of study and the expectations placed upon students. Please see <b>Appendix A</b> for the original course syllabi and <b>Appendix B</b> for the revised course syllabi.</p>	
<p><b>1.b. External speakers</b></p>	<p>It would be important to include <b>external speakers/ master class</b> from other universities and professionals to enhance student experience further.</p>	<p>The School of Culinary Arts, Hospitality and Tourism recognises the importance of having its students exposed to such opportunities. Furthermore, the College at large is an advocate of knowledge exchange and supports every such endeavor. Just like in the previous academic year, the School of Culinary Arts, Hospitality and Tourism has issued its extra-curricular activities timetable and is ready to be distributed to the students upon the commencement of the new academic year. The extra-curricular activities timetable announces several opportunities where students can get in touch with professionals in their field, with external speakers from other Universities and to participate to several workshops and master classes carried out by College alumni, College instructors or professionals in their field. The College is also looking forward to welcome Mr. Andreas Mavromatis of Mavrommatis Paris, a Michelin Star Restaurant, among other professionals who excel in their field. Please see <b>Appendix E</b> for further information.</p>	<p>Choose level of compliance:</p>
<p><b>1.c. Engagement with KES</b></p>	<p>The KES College acknowledges the challenges facing the sector and the internal</p>	<p>KES College is committed to taking all the necessary measures to ensure that research is promoted within the College. It is the policy of KES College that</p>	<p>Choose level of compliance:</p>

<p><b>Research Centre</b></p>	<p>challenges for their limited research outputs, however KES created the Research Centre and provides seed funding to promote research initiatives. <b><i>It is important to continue this engagement to all members of staff.</i></b></p>	<p>learning and teaching should be informed by research activities, in support of the College's main goal for improving its students' academic and professional perspective. Following the remark made by the EEC, the College announces the recent actions it has taken towards the development of a more structured research strategy that takes into consideration all the necessary measures for promoting a clearer vision towards research. The revised KES College Research Strategy &amp; Policy is found in <b>Appendix F</b>.</p> <p>The College remains dedicated to encouraging both the teaching staff and the students to participate to research, thus enhancing both their knowledge background and their research interests and skills. To that effect, one of the incentives the College has established – apart from the monetary incentives as listed in <b>Appendix F</b> – is the recognition of the teaching staff's participation to research projects as part of their annual performance appraisal. In particular, the College revised its teaching evaluation scheme in 2018 and, since then, the staffs' participation to research (e.g. publications in scientific journals, scientific conferences, announcements etc.) is included among the evaluation criteria.</p>	
<p><b>1.d. Practical training</b></p>	<p>The EEC reviewed the academic material and highlighted that the <b><i>practical placement during summer is four months, which is rather long considering. It is noted that there is an overlap between the practical placement and the resit exam period in September,</i></b> disadvantaging the students that they may have subjects to resit during this period to be able</p>	<p><b>1.d.a.</b> In response to this recommendation, KES College proceeded with reviewing and revising the courses <b>Practical Training I PRCT101, Practical Training II PRCT207, and Practical Training III PRCT302</b>, both in terms of their ECTS (reduced <i>from 6 to 5 ECTS for all courses</i>), duration (<i>reduced from 14 weeks to 12 weeks in all courses</i>) and, by extension, of their content (<i>now having specified the skills and competences as seen in the revised practical training logbooks</i>), in ways that are now in compliance with said recommendation. Please see <b>Appendix A</b> for the original course syllabi of the courses <b>Practical Training I PRCT101, Practical Training</b></p>	<p>Choose level of compliance:</p>

	<p>to study and perform at the same time at work.</p> <p>The ECTS for all subjects reflect the work dedicated, <b>however if the practical placement duration will be reduced and analogous reduction of the ECTS and/or respective work time is expected.</b></p>	<p><b>II PRCT207, and Practical Training III PRCT302, and Appendix B</b> for the revised course syllabi of <b>said courses</b>. Please also see <b>Appendix G</b> for the original practical training logbook, and <b>Appendix H</b> for the revised practical training logbooks of all three courses. Both the <i>course syllabi</i> and the <i>practical training logbooks</i> make evident the changes disclosed herein.</p> <p>Having reduced the ECTS load of the aforementioned courses, the team proceeded with revising the structure of the programme of study. Please see <b>Appendix I</b> for the original structure of the programme of study and <b>Appendix J</b> for the revised programme structure. More details on how the team proceeded with this adjustment are found below.</p> <p><b>1.d.b.</b> As part of the process of revising the ECTS of the practical training courses (from 6 ECTS to 5 ECTS for all three courses), the team proceeded with a careful reorganisation of the programme structure and the revision of few of the courses in order to accommodate said recommendations. In particular:</p> <ol style="list-style-type: none"> <li>1. The course <b>Project Writing PROJ100</b>, previously taught in Semester B, has now been moved to Semester A. The team believes in helping students to achieve better results in their written assignments early on. With this thought in mind, and having considered our students' satisfaction rate as it relates to their programmes of study (data collected via our student satisfaction questionnaires disseminated at the end of the Fall and Spring semesters), the team proceeded with introducing this course during Semester A, thus helping the students to acquire the necessary skills and competences</li> </ol>	
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		<p>early on. The team also proceeded with changing both the teaching hours of said course, along with its assessment method, requirements and ECTS. The course – previously given 1 teaching hour – corresponding to 2 ECTS with a 1.500 written assignment, is now given 2 teaching hours – corresponding to 3 ECTS and 2000 written assignment. Please see original course syllabi in <b>Appendix A</b> and revised course syllabi in <b>Appendix B</b>.</p> <ol style="list-style-type: none"> <li>2. The course <b>CBPA148 Dining and Oenology</b> has been moved to Semester B.</li> <li>3. The team proceeded with revising and updating the content of the Semester D elective courses <b>Contemporary European Cuisine CBPA256</b> and <b>International Cuisine CBPA254</b>, that were taught 3 hours per week and were assigned 3 ECTS. Due to the fact that these are elective courses, the team decided to enhance the content of said courses and to make them more satisfactory to the students, and potentially to encourage the students to branch out and try something new. To that effect, new learning objectives have now been entered to the course <b>Contemporary European Cuisine CBPA256</b> along with a new thematic category to be taught and practiced by the students (see <b>Innovative development</b>) whereby the students are to be engaged with identifying the current trends of the European cuisine, producing products and plates that might satisfy those trends and recipes that balance out trends, tastes and nutritional factors (among other objectives). The course is</li> </ol>	
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		<p>now taught 4 hours per week with 4 ECTS now being allocated to the course. The course <b>International Cuisine CBPA254</b> was updated in a similar manner. The course was given more learning objectives and teaching content, and thus more ECTS were assigned to the course (from 3 ECTS to 4) and more contact hours have been arranged (from 3 to 4 hours per week). The said course has been enhanced with the addition of new thematic categories, including <b><i>How religions and philosophy influence eating habits, Indigenous ingredients and flavours of specific regions etc.</i></b>, that allow a wider consideration of the factors influencing and characterising international cuisines. <b>Please see Appendix A for the original syllabi and Appendix B for the revised syllabi.</b></p> <p>4. The team proceeded with enhancing the content of the Semester F courses <b>Mediterranean Cuisine CBPA355</b> and <b>Confectionary and Pastry IV CBPA357</b>, that were taught 4 hours per week and were assigned 4 ECTS. Due to the fact that these are concentration courses, the team decided to enhance the content of said courses and to make them more satisfactory for the students, both in terms of their teaching hours and content and by extension, their ECTS (from 4 to 5) and teaching hours (from 4 to 5). In particular, the team proceeded with the enhancement of the content of the course <b>Mediterranean Cuisine CBPA355</b>, now including thematic categories such as <b>Introduction to the Mediterranean diet, Food and</b></p>	
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		<p><b>religion, Greek cuisine, Classic Greek dishes and appetizers etc.</b> In a similar fashion, the team proceeded with enhancing the content of the course <b>Confectionary and Pastry IV CBPA357</b>, now including thematic categories such as <b>Bases for ice cream and sorbet/dessert items that can be created from ice creams</b>  <b>Stabilizers: when and how not to use them, Pate a Bombe: advantages of using this mixture, Preparing, freezing, garnishing, and storage of desserts etc.</b> Please see <b>Appendix B</b> for the revised course syllabi.</p> <p>5. The team proceeded with moving the elective course <b>Italian Cuisine CBPA289</b>, from Semester F to Semester D. There were no further changes to the content or teaching hours of said course.</p> <p>6. The course <b>Final Thesis PROJ407</b> has now been assigned more ECTS, as per the committee's request, as seen in the relevant section below. In particular, the committee requested that the effort and research put into a final thesis is acknowledged with the distribution of more ECTS. The team proceeded with allocating 14 ECTS to the said course thus giving value to the research that the students undertake. The final thesis is an extensive piece of work. The team welcomes this recommendation and responds accordingly.</p> <p>7. Following the actions performed above, and given the acknowledgment of the workload involved with final thesis, the team</p>	
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	<p>The <b>duration</b> of the Practical placement should be reviewed to enable students to prepare for their resit period, <b>the ECTS could be reduced to reflect the reduction of the workload (work dedicated to the experience).</b></p> <p>As the practical placement has been offered at different levels of study, <b>the skills and competences</b> should also reflect the student's development. Those skills should <b>be evaluated, and the academic standards should be reflected by using a form that could be a tick box exercise</b></p>	<p>decided to distribute only 4 compulsory courses in Semester H. In effect, the course, <b>ENVR402 Sustainable Food Systems</b>, previously a compulsory Semester H course, is now being designated as a Semester H elective course, along with the courses <b>Food Supply Chain LOGS402, and Food Warehousing, LOGS403</b>. The workload associated the courses <b>LOGS402 Food Supply Chain</b> and <b>LOGS403 Food Warehousing</b> has been redefined so that the students can place much of their efforts on the workload associated with Final Thesis (from 6 ECTS and 3 hours per week now 4 ECTS and 2 hours per week, with the following adjustments in the content of the courses). Please see the revised programme structure both in English and Greek in <b>Appendix J</b> and the revised course syllabi, both in English and Greek, in <b>Appendix B</b>.</p> <p>Please see section <a href="#">1.d.a</a></p> <p><b>1.d.b.</b> The team proceeded with revising the content of both the syllabi of the courses <b>Practical Training I PRCT101, Practical Training II PRCT207, and Practical Training III PRCT302</b>, and the <b>practical training logbooks</b> so that the students, the supervising teacher and the site manager know exactly what they are</p>	
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	<p><b>that enables students to achieve those skills.</b> The practical placement at the final year of study should also reflect those skills and competences at work, a similar ticking box exercise should also be included at all levels to reflect the change and level of study.</p>	<p>expected to demonstrate / assess respectively.</p> <p>As seen in <b>Appendix H</b>, the practical training logbooks now include specific instructions for assessing the skills and competences to be demonstrated by the students, among with other criteria that are to be assessed in order to evaluate students' performance. The assessment tool includes a list of assessment criteria against which the student's performance will be assessed. In this way, the skills and competences to be acquired during the practical training, are not only made known to the parties involved, but are also evaluate, as per the recommendations of EEA. The team highlights that each practical training is associated with the demonstration and assessment of a different set of assessment criteria.</p>	
<p><b>1.f. Facilities</b></p>	<p>The College could invest in updating the kitchen and pastry facilities. The area looks quite dated and in need of modernizing to improve the students' learning experience. The current facilities are fit for purpose. It might be rather challenging for example to invite celebrity chefs and the students to be able to follow the demonstrations.</p>	<p>The College remains dedicated to providing its students with the best possible learning experience, both in theoretical courses, as well as it relates to the practical components of the programme of study they are enrolled to. For this reason, and taking into consideration the recommendations made by the EEC, the College has acted accordingly and proceeded with the acquisition of appropriate equipment for the purpose of updating and modernising its existing kitchen and pastry facilities. <b>Appendix K</b> contains the purchase order, listing the equipment for updating the kitchen and pastry facilities, with associated expense outlays.</p>	<p>Choose level of compliance:</p>

<p><b>1.g. Research participation</b></p>	<p><i>More members of the teaching staff could actively engage with research.</i></p>	<p>KES College is committed to taking all the necessary measures to ensure that research is promoted within the College. It is the policy of KES College that teaching and learning should be informed by research activities, in support of the College's main goal for improving its students' academic and professional perspective. To promote the involvement of teaching personnel and students in applied research projects, KES College opens a call for internally funded projects once a year. For the same purposes, KES College also collaborates with KES Research Centre, a non-profit research organisation registered at the Cyprus Research Promotion Foundation. KES Research Centre, under a Memorandum of Understanding with KES College, allows students and academic staff of the College to participate to certain research activities that correlate with the fields of interest of the Research Centre and the College's programme of studies, thus providing the opportunity to the teaching staff and students to gain valuable research experience.</p> <p>In response to the commend made by the EEA, the College informs that is has recently updated its research strategy policy in an effort to make research more appealing and accessible to the interested teaching staff. The KES College Research Strategy and Policy is seen in <b>Appendix F</b>. In short, the updates made in the research strategy and policy relate to the efforts of the College to build the mechanisms for encouraging more participation to research activities and to support those who engage with such activities. Please also see the response of the college to a related comment made by the EEA, (<b>section 1.c. Engagement with KES Research Centre</b>).</p>	<p>Choose level of compliance:</p>
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<p><b>1.h. Thesis ECTS</b></p>	<p>The thesis reflects the requirements of the UG degree. The EEC inspected thesis copies available in the library. The KES academic committee <i>could consider increasing the ECTS allocated to this course to reflect and give value to the research that students undertake for this course.</i></p> <p>The thesis course/project of the final year, could also be reviewed as it is a considerable piece of research work that students are able to undertake. <i>The dissertation could be heavy weighted by taking some of the credits of the practical placement to the weight of the dissertation.</i> In this way the value of the BA degree could be reflected, and students can place extra work demonstrating their ability to critically analyse and reflect on the findings, suggesting strategies and further research.</p> <p>The EEC also recommended to diversify</p>	<p>As noted above, the team proceeded with increasing the number of ECTS allocated to the course <b>Final Thesis PROJ407</b>. In particular, the committee requested that the effort and research put into a final thesis is acknowledged with the distribution of more ECTS. The team proceeded with allocating <b>14 ECTS</b> to the Final Thesis thus giving value to the research that the students undertake. Please see <b>Appendix B</b> for the revised course syllabi.</p> <p>The team confirms that the necessary actions have been taken and that more ECTS have been allocated to the course <b>Final Thesis PROJ407</b>. Please see <b>Appendix B</b> for the revised course syllabi.</p> <p>The team confirms that is has taken the necessary steps in satisfying this recommendation. In particular, the team</p>	<p>Choose level of compliance:</p>
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	<p>the course and include the <b><i>project element in it as many students decide to do more applied research.</i></b></p>	<p>confirms that the course <b>Final Thesis PROJ407</b> has now been given a project element to it and the students can now choose to carry out a primary, secondary research, or applied research (utilising the facilities of the College for the execution of their personal project). Please see <b>Appendix B</b> for the revised course syllabi of said course.</p>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Thematic categories	Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<b>2.a. Detail description of the practical (lab) work</b>	<p>Theoretical and laboratory courses are relatively well-balanced, but this balance is not reflected in the syllabus. Therefore, it is important to <b>provide a more detailed description of the practical work that will be performed in each subject. This description should include the specific skills that students will learn and the number of practicals that will be conducted.</b> Additionally, it would be beneficial to include information on how <b>the practical work will be documented and assessed.</b> This will help ensure that <b>students have a clear understanding of the expectations for each subject and that they are able to fully engage in the learning process.</b> By providing a more detailed syllabus that emphasizes the importance of practical work and documentation, students will be better prepared to succeed in their courses and in their future careers.</p>	<p>KES College welcomes the comment of the EEA and confirms the below actions:</p> <p><b>2.a.a. Provision of a more detailed description of the practical work performed during the courses, including the specific skills the students will acquire and the number of practicals to be conducted:</b> In response to this comment made by the EEA, the team proceeded with re-arranging the content of all the <i>culinary courses that have both a theoretical and a practical part.</i> Ultimately, <i>all the culinary courses with a theoretical and practical part</i> have been edited in such a way that the students can now become familiar with the <b>content of their theoretical and practical training</b>, of the <b>skills</b> to be developed during the practical part of their course and the <b>number</b> of practical courses that are to be conducted during the semester<sup>1</sup>. Please find the relevant changes in <b>Appendix B and in particular, as it relates to the following culinary courses with a theoretical and practical part:</b></p> <ol style="list-style-type: none"> <li>CBPA128 Introduction to Cooking / Εισαγωγή στη Μαγειρική</li> <li>CBPA159 Basic Baking Principles / Βασικές Τεχνικές Αρτοποιίας</li> <li>CBPA 136 Confectionery &amp; Pastry I / Ζαχαροπλαστική I</li> <li>CBPA161 Cooking Techniques I / Τεχνικές Μαγειρικής I</li> </ol>	Choose level of compliance:

<sup>1</sup> Disclaimer: Please note that intermediary written or practical examinations and national holidays might influence the indicative weekly layout.

		<p>e. CBPA162 Basic Pastry Techniques / Βασικές Τεχνικές Ζαχαροπλαστικής</p> <p>f. CBPA163 Baking I / Αρτοποιία I</p> <p>g. CBPA164 Basic Cooking Techniques II / Βασικές Αρχές Μαγειρικής II</p> <p>h. CBPA235 Cooking Techniques II/ Τεχνικές Μαγειρικής II</p> <p>i. CBPA275 Confectionary and Pastry II / Ζαχαροπλαστική II</p> <p>j. CBPA256 Contemporary European Cuisine / Σύγχρονη Ευρωπαϊκή Κουζίνα</p> <p>k. CBPA254 International Cuisine / Διεθνής Κουζίνα</p> <p>l. CBPA255 Cypriot Cuisine / Κυπριακή Κουζίνα</p> <p>m. CBPA244 Cypriot Pastry and Bakery / Κυπριακή Αρτοποιία και Ζαχαροπλαστική</p> <p>n. CBPA276 Confectionary and Pastry III / Ζαχαροπλαστική III</p> <p>o. CBPA238 Confectionary Decoration &amp; Design / Διακοσμητική Ζαχαροπλαστική</p> <p>p. CBPA355 Mediterranean Cuisine / Μεσογειακή Κουζίνα</p> <p>q. CBPA356 Italian Cuisine / Ιταλική Κουζίνα</p> <p>r. CBPA357 Confectionary and Pastry IV / Ζαχαροπλαστική IV</p> <p>s. CBPA358 Baking II / Αρτοποιία II</p> <p>t. CBPA404 Cold Kitchen / Κρύα Κουζίνα</p> <p>u. CBPA405 Confectionary and Pastry V / Ζαχαροπλαστική V</p> <p><b>2.a.b. Additionally, it would be beneficial to include information on how the practical work will be documented and assessed:</b> In response to this comment, we confirm that <i>all the culinary</i> courses with a theoretical and practical part, have a <b>practical examination feedback sheet</b>, which the team has attached in <b>Appendix L</b>.</p>	
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		<p>The team confirms the importance of having the students being adequately informed about the criteria of their <b>assessment</b>. For this matter, the team proceeded with adding a clarification statement within the syllabus of each of the aforementioned courses relating to the process of assessing the practical part of the courses. Please see “<b>Teaching methodology</b>” section of the syllabi template developed by the QYAA, <b>Appendix B</b>. The clarification is as follows:</p> <p>“The practical part of the course, either being during the final practical examination or the intermediary practical examination, is evaluated using a feedback report completed by the instructor. The feedback report includes the criteria and the marking guide for assessing the students’ practical application of their skills and competences. The feedback report is found in the Course Booklet, posted on Moodle”/ “ Το πρακτικό μέρος του μαθήματος, είτε κατά τη διάρκεια της τελικής πρακτικής εξέτασης είτε της ενδιάμεσης πρακτικής εξέτασης, αξιολογείται χρησιμοποιώντας μια φόρμα ανατροφοδότησης που συμπληρώνεται από τον διδάσκοντα. Η φόρμα ανατροφοδότησης περιλαμβάνει τα κριτήρια και τον οδηγό βαθμολόγησης για την αξιολόγηση της πρακτικής εφαρμογής των δεξιοτήτων και των ικανοτήτων από τους φοιτητές. Η φόρμα ανατροφοδότησης βρίσκεται αναρτημένη στον οδηγό μαθήματος, τον οποίο μπορείτε να βρείτε στο moodle.”</p> <p>Furthermore, the team of the College welcomes the comment made by the EEA regarding the implementation of a process that would allow to <b>document</b> students’ practical work. The team acknowledges the merits in documenting students work, both as it relates to internal quality standards and reviews and in terms of students’</p>	
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		<p>progression. For this matter, the team responded to this comment by amending all the practical examination sheets – either being used during the final or intermediary practical examination – so that clear instructions are now in place as it regards to documenting students work. Please see <b>Appendix L</b>.</p>	
	<p>As mentioned in the application, the programme includes three practical trainings, namely Practical Training I, II, and III, which will be conducted during the first three consecutive summers. These trainings, each lasting four months with a total of 1920 working hours across all three, aim to provide the students with practical experience in their field of study. <b><i>It is recommended that the duration of each training be reduced to three months to allow the students to concentrate more on their examination process. It is also suggested to reflect the expectations at each level, what roles and duties students should perform to demonstrate the skills and competences they will develop and its relevant to the programme of study (see section 1).</i></b></p>	<p>Please see section <a href="#">1.d. Practical training</a></p>	<p>Choose level of compliance:</p>
	<p>To ensure a well-structured and effective curriculum programme, <b><i>it is recommended that the programme's intended learning outcomes be clearly separated into knowledge, skills, and competences without overlapping.</i></b> By doing so, students will have a better understanding of what they are expected to learn and what they can expect to achieve upon completion of the programme (see also Section 1). Clear separation between these three</p>	<p>Please see section <a href="#">1.a. Programme and courses learning outcomes</a></p>	

	<p>components will also allow for a more focused and targeted approach to teaching and learning, enabling both students and teaching staff to better assess and evaluate their progress throughout the programme. Ultimately, this will result in a more comprehensive and effective learning experience for students, better preparing them for success in their future careers.</p>		
	<p>The course learning outcomes could also be revised (as a suggestion of good practice) to reflect the level and requirements of the course and in some cases to reduce the number of learning outcomes to 4-5 per module.</p>	<p>Please see section <a href="#">1.a. Programme and courses learning outcomes</a></p>	
	<p>The Practical Training programme should be reduced to three months per training session so that the students will be able to focus to their examination process and include the assessment of pass or fail, according to specific criteria reflecting the level of study.</p>	<p>Please see section <a href="#">1.d. Practical training</a></p>	<p>Choose level of compliance:</p>

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>If student numbers increase there will be a need to recruit more teaching staff in order to balance the workload of existing staff .</p>	<p>The College confirms that there are procedures in place to accommodate an increase in the number of students. This procedure includes a number of relevant individuals that are all working together to identify any emerging needs in the teaching staff.</p> <p>These individuals include the Director of Academic Affairs, the Programme Coordinator, the Human Resource Manager, and the Education Officer. The College has also a well-established recruitment procedure that is initiated once new members of the teaching staff are required. The College announces and advertises the position, collects applications and develops a short list with all the interested candidates and the most suitable for the announced position is employed under an employment contract.</p>	<p>Choose level of compliance:</p>
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<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>It is highly recommended to establish a system of incentives and rewards for students who consistently demonstrate exceptional academic performance. Such a system can have a significant positive impact on student motivation, engagement, and overall academic achievement. Rewards can take many forms, such as certificates of achievement, medals, scholarships, or special recognition at university events. By providing students with tangible and meaningful rewards for their hard work and dedication, we can help create a culture of excellence and continuous improvement. To promote excellence and continuous improvement, establish a system to improve grades in a few select subjects. Students could choose 2-3 subjects at the end of the spring semester that will reseat the September exams to improve grades. Ultimately, the goal is to help students reach their academic potential and foster a culture of academic excellence.</p>	<p>We thank the EEC for this recommendation and confirm that the College has well-established mechanism for identifying exceptional students who excel in their studies and rewarding their efforts and academic performance. We note the following in regards to the comment of the EEC:</p> <p><b>Rewards:</b> The College allocates academic achievement scholarships in the following ways:</p> <p>Students, graduating from Secondary schools, that register in their first year of study and who obtained an overall final grade between 18-18.99 will receive a 25% discount on their first year tuition fees at the College. Those who obtained an overall final grade between 19-20 will receive a 30% discount on their first year tuition fees at the College. The above discount is further awarded for every subsequent academic year on the basis that the students' yearly grade average at the College is 90% and above.</p> <p>In addition, students that have a yearly grade average of 90/100 and above at the College are entitled to a 20% discount on their tuition fees for the following year (2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> year), provided they continue in the same programme of study.</p> <p>All the above information is disclosed to students upon enrollment and included in the student handout.</p> <p><b>Established system to improve grades:</b> The College has an existing process in place whereby students can opt to improve their grades in courses. Specifically, as per the KES College Internal Regulation section on <b>Repeating a Final Examination for Grade Improvement:</b> <i>Students are entitled to repeat the written examination of the January or May exam period</i></p>	<p>Choose level of compliance:</p>

	<p><i>in a course they have passed, with the aim of improving their grade in that course.          Repeating the exam to improve the score can only be done once in the next September examination period and the student pays the fee for a Repeat Examination.          When a course is repeated, only the highest grade is recorded in the transcript and the course is marked with the R (Repeat) hallmark.          Any improvement of the score following a repeat written examination cannot count towards a scholarship for academic performance by the College.</i></p>	
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## 5. Learning resources and student support (ESG 1.6)

Thematic categories	Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<b>5.a. business/ management underpinnings</b>	<p>The work in the restaurant, pastry and bakery is embedded in the curriculum to integrate further the practical with the theoretical aspect of the programme and its delivery. However, there is emphasis on the practical aspect and skills development rather than theoretical underpinning and the <b>business/management element</b> of such programmes</p>	<p>The team proceeded with revising the content of the courses with a business/ management element in their core. The actions that were taken include the enhancement of such courses <b>with new thematic categories, new assessment criteria and new learning objectives</b>. Please see <b>Appendix M</b> for a summary of all the enhancements performed. Please also see <b>Appendix A</b> for the original course syllabi and <b>Appendix B</b> for the revised course syllabi. The courses that have been enhanced are the following:</p> <p><b>Principles of Management MGMT105</b></p> <p><b>ECON203 Food Tenders and Costing</b></p> <p><b>Events Management MGMT211</b></p> <p><b>Essentials of Entrepreneurship ENTR307</b></p> <p><b>Food Unit Maintenance &amp; Design CBPA236</b></p> <p><b>Events and Catering CBPA240</b></p> <p><b>Principles of Marketing MRKT312</b></p> <p><b>Principles of Food Units Management MGMT314</b></p> <p><b>Small Business Management BUSS312</b></p>	<p>Choose level of compliance:</p>

		<p><b>Human Resource Management HRMG306</b></p> <p>The above courses have been identified as having an underpinning business/ management element and where thus enhanced in accordance to the recommendation of EEC.</p>	
	The facilities and equipment for the practical aspect of the courses could be updated.	Please see section <a href="#">1.f. Facilities</a>	Choose level of compliance:
	Emphasis should be placed on the business/management nature of such programmes	Please see <a href="#">above</a>	Choose level of compliance:
<b>5.b. list of books</b>	The list of books on culinary arts is limited. Further resources on culinary arts management and marketing could be added, specifically in areas where there is a development of innovation, sustainability, waste-reduction practices. Those subjects could also be included in the content of modules (course material).	We welcome the comment made by the committee and confirm that the team has taken actions with regards to enhancing the bibliographic sources of several of the courses with the replacement and addition of several new books on the culinary arts and the business / management industry / waste reduction / sustainability. Please see <b>Appendix N</b> for a summary of the new additions in books, linked to their respective course.	Choose level of compliance:

**6. Additional for doctoral programmes**  
 (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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### a. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Revise the programme and course learning outcomes to reflect the level and the requirements of study for a BA degree at level 6.</p>	<p>The team took the suggested actions as they relate to the revision of the learning outcomes of both the individual courses and the programme of study. The learning outcomes were re-categorised, re-phrased and some have been replaced so to reflect the purpose and objectives of the programme of study but also its academic level. The number of the learning outcomes, both of the programme of study and the individual courses, <b>has significantly been reduced</b>, following the recommendations of the EEC. The team proceeded with reducing the number of the learning outcomes of all the courses and the programme of study to five, where possible, and to six-seven to other few occasions. Please see <b>Appendix B</b> for the revised course syllabi and <b>Appendix D</b> for the revised programme of study learning objectives. <b>Please see also sections 1.a.a. and 1.a.b.</b></p>	<p>Choose level of compliance:</p>
<p>Review the practical courses to reduce duration and demonstrate clear requirements per level.</p>	<p>The team undertook the necessary actions as they relate to responding to this recommendation. The team reduced the training period from 14 weeks to 12, the ECTS of the practical training courses (from 6 ECTS to 5 ECTS) and proceeded with the necessary changes in the practical training logbooks so that the skills and competences to be developed are communicated and assessed. Please see <b>Appendix H</b> for the revised practical training logbooks. <b>Please also see sections 1.d.a., and 1.d.b.</b></p>	<p>Choose level of compliance:</p>
<p>The content also of modules could include the theoretical underpinning, especially in year 3 and 4 of the study</p>	<p>The team understands that this comment relates to the enhancement of the content of the courses with a business / management underpinning. Please see section <b>5.a. business/ management underpinnings</b></p>	<p>Choose level of compliance:</p>
<p>Revise the skills competencies and knowledge of the course to avoid overlap</p>	<p>Please see section <b>1.a. Programme and courses learning outcomes</b></p>	
<p>Encourage the research to other members of staff that specialize in area of Food studies / Culinary arts.</p>	<p>The College remains dedicated to encouraging the teachers and the students to participate to research, thus enhancing both their knowledge background and their research interests and skills. <i>This mainly applies to students enrolled</i></p>	<p>Choose level of compliance:</p>

	<p><i>to Higher Diplomas and Bachelor Degrees, considering that the Diploma Degrees are mainly vocational.</i> The revised KES College Research Strategy &amp; Policy is found in <b>Appendix F</b>. Please also see section <b>1.c. Engagement with KES Research Centre</b></p>	
<p>The college may improve library resources and improve the books recommended as the same books are used across many courses.</p>	<p>The team confirms that it has taken actions with regards to enhancing the bibliographic sources of several of the courses with the replacement and addition of several new books on the culinary arts and the business / management industry. Please see <b>Appendix N</b> for a summary of the new additions in books, linked to their respective course.</p>	<p>Choose level of compliance:</p>
<p>To modernise and where required to update the labs</p>	<p>Please see <b>Appendix K</b>, which contains the purchase order, listing the equipment for updating the kitchen and pastry facilities, with associated expense outlays.</p> <p>Please also see section <b>1.f. facilities</b> for more details on our response to the EEC's recommendations.</p>	<p>Choose level of compliance:</p>

a. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>
<b>Dr. Vassias Vassiliades</b>	Director of Academic Affairs
<b>Dr. Christina Yennari</b>	Education and Curriculum Design and Development Officer
<b>Dr. Demetrios Sarris</b>	Head of Programme Coordinator – School of Environmental Studies
<b>Dr Androulla Miliotou</b>	Head of Programme Coordinator – Medical Representatives and Pharmacy Assistant (Technician)
<b>Panayiotis Hadjisymeou</b>	Head of Programme Coordinator – School of Culinary, Hospitality and Tourism
<b>Peter Nikandrou</b>	Academic Registrar
<b>Markella Shiarly</b>	Head of Programme Coordinator – Beauty Therapy
<b>Andri Sideri - Yiallouraki</b>	Head of Students' Affairs and Welfare Services

**Date:** 01.09.2023

