

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:

*Γαστρονομικές Τέχνες, Αρτοποιία και Ζαχαροπλαστική
(2 Ακαδημαϊκά Έτη, 120 ECTS, Δίπλωμα)*

In English:

*Culinary Arts, Bakery and Pastry (2 Academic Years,
120 ECTS, Diploma)*

- **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 2nd 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. <i>The wording of the modules learning outcomes could be rephrased in some cases to reflect the level of skills and competences that is expected at diplomas.</i>	<p>1.a.a. 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 diploma level of the programme of study (CyQF 5b). To do so, the team took the following two actions:</p> <ul style="list-style-type: none"> a. All the learning outcomes of each course were re-categorised under the categories knowledge, skills and competences (γνώσεις, δεξιότητες, ικανότητες¹) and the learning outcomes were examined, rephrased and placed under the correct category, following the CyQF framework. b. <i>The majority</i> of the verbs that were used to describe the learning outcomes (see bold verbs in Appendix A) were re-examined and replaced with measurable verbs (see bold verbs Appendix B). Examples include the replacement of the verb “know (γνωρίζουν) and understand (κατανοούν) with measurable verbs, such as describe (περιγράφουν), mention (αναφέρουν), recognise (αναγνωρίζουν) etc. <p>As clarified above, the learning outcomes of <i>all</i> the courses were either <i>replaced, eliminated, or integrated, re-categorised</i></p>	Choose level of compliance:

¹ The original Greek categorisation was “γνώσεις, δεξιότητες, υπευθυνότητα και αυτονομία”. Following the recommendations of the EEC, and using the CYQF report as a guide, the categories were rephrased into “γνώσεις, δεξιότητες, ικανότητες” to better match the qualifications framework.

	<p><i>The Learning outcomes of the courses should be revised to reflect the level of delivery, expectations from students and performance.</i></p>	<p><i>and rephrased</i> to better reflect the level of study and the expectations upon the students. The team did so whilst consulting the CyQF framework and using measurable verbs that replaced more vacuum verbs. Examples included above. Please consult Appendix A (original syllabi in Greek and English, and Appendix 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>1.a.b. Following this recommendation made by the EEC, the team proceeded with revising – in the manner described previously – the learning outcomes of the <i>programme of study</i> (please see Appendix C for the original learning outcomes of the programme of study, as submitted in the Greek and English language, and Appendix D for the revised learning outcomes of the programme of study in both Greek and English). In particular, the team proceeded with <i>eliminating, integrating, and rephrasing</i> the learning outcomes of the programme of study in a way that best reflects the level of study, the expectations upon students and their performance. Furthermore, the team proceeded with <i>re-categorising</i> the learning outcomes under the categories “knowledge, skills and competences” (γνώσεις, δεξιότητες, ικανότητες²) in a manner that now best fits the content and purpose of each learning objective, always using the CyQF as a reference point.</p>	
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² The original Greek categorisation was “γνώσεις, δεξιότητες, υπευθυνότητα και αυτονομία”. Following the recommendations of the EEC, and using the CyQF report as a guide, the categories were rephrased into “γνώσεις, δεξιότητες, ικανότητες” to better match the qualifications framework.

	<p>To ensure a well-structured and effective curriculum programme, <i>it is recommended that the learning outcomes be clearly separated into knowledge, skills, and competences without overlapping.</i> 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. Clear separation between these three 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 <i>course learning outcomes should also be revised</i> to reflect the level and requirements of the course.</p>	<p>As described in the preceding sections 1.a.a. and 1.a.b., the learning outcomes of all the courses, as well as the learning outcomes of the programme of study <i>have all been revised, rephrased, some have been eliminated or integrated into existing ones, and have been re-categorised under the correct “knowledge, skills and competences” category.</i> The process followed is described above. Please consult Appendix A for the original syllabi of the programme of study, Appendix C for the original learning objectives of the programme of study, Appendix B for the revised syllabi and Appendix D for the revised programme of study learning objectives.</p> <p>The team proceeded with revising the learning objectives of the courses in the ways described in section 1.a.a. The team also proceeded with revising the learning outcomes of the programme of study, as explained in section 1.a.b.</p>	
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	<p>The College should <i>review the wording of the programme skills, competences and knowledge as there is an overlap on those</i>, one category is presented in another, and the wording does not reflect the level of study.</p>	<p>The team proceeded with revising the learning objectives of the programme of study in the ways described in section 1.a.b.</p>	
1.b. External speakers	<p>It would be important to <i>include external speakers/ master class from other universities and professionals to enhance student experience further.</i></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 Appendix E for further information.</p>	<p>Choose level of compliance:</p>
1.c. Engagement with KES Research Centre	<p>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 learning and teaching should be informed</p>	<p>Choose level of compliance:</p>

	<p>challenges for their limited research outputs, however KES created the Research Centre and provides seed funding to promote research initiatives.</p> <p>It is important to continue this engagement to all members of staff.</p>	<p>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 & Policy is found in Appendix F.</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. <i>This mainly applies to students enrolled to Higher Diplomas and Bachelor Degrees, considering that the Diploma Degrees (CyQF 5b) are mainly vocational.</i> To that effect, one of the incentives the College has established – apart from the monetary incentives as listed in Appendix F – 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, ever since, the degree of the teaching staff's participation to research during the last three years (e.g. publications in scientific journals, scientific conferences, announcements etc.) is being considered as part of their evaluation.</p>	
1.d. Practical training	<p><i>The duration of the Practical placement should be reviewed to enable students to prepare for their resit period, the ECTS could be reduced to reflect the reduction of the workload (work dedicated to the experience).</i></p>	<p>1.d.a. In response to this recommendation, KES College proceeded with reviewing and revising the courses SUPL102 Practical Training I and SUPL203 Practical Training II both in terms of their ECTS (reduced <i>from 6 to 5 ECTS for both courses</i>), duration (reduced <i>from 14 weeks to 12 weeks in both courses</i>) and, by extension, of its content (<i>now having specified the skills and competences as seen in the revised practical training booklets</i>), in ways that are now in compliance with said recommendation.</p>	<p>Choose level of compliance:</p>

	<p>As the practical placement has been offered at different levels of study, <i>the skills and competences should also reflect the student's development. Those skills should be evaluated and the academic standards should be reflected by using a form that could be a tick box exercise that enables students to achieve those skills.</i></p>	<p>Please see Appendix A for the original course syllabi of the courses SUPL102 Practical Training I and SUPL203 Practical Training II, and Appendix B for the revised course syllabi of SUPL102 Practical Training I and SUPL103 Practical Training II.</p> <p>Please also see Appendix G for the original practical training logbooks of both practical training courses, and Appendix H for the revised practical training logbooks of both practical training 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 Appendix I for the original structure of the programme of study and Appendix J for the revised programme structure. More details on how the team proceeded with this adjustment are found below.</p> <p>1.d.b. KES College proceeded with satisfying this recommendation in the way disclosed above. The team proceeded with revising the content of both the syllabi of the courses SUPL102 Practical Training I and SUPL203 Practical Training II and the practical training logbooks so that the students, the supervising teacher and the site manager know exactly what they are expected to demonstrate / assess. As seen in Appendix H, the practical training logbooks now include specific instructions for assessing the skills and competences to be demonstrated by the students, among other criteria that are to be assessed in order to evaluate students' performance. The assessment tool includes a list of assessment criteria that the supervising teacher is expected to evaluate in close collaboration with the site manager/supervisor. In this way, the skills and competences to be acquired during the practical training, are not only made known to the parties involved, but</p>	
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	<p>are also evaluated, as per the recommendations of EEA.</p> <p>This has been arranged, as disclosed in section 1.d.a.</p> <p>This has been arranged, as disclosed in section 1.d.b.</p> <p>This has been arranged, as disclosed in section 1.d.a.</p> <p>1.d.c. As part of the process of revising the ECTS of the two practical training courses (from 6 ECTS to 5 ECTS for both courses), the team proceeded with a careful reorganisation of the programme structure and the revision of few of the courses in order to accommodate this recommendation made by the EEC.</p> <p>In particular:</p> <ol style="list-style-type: none"> 1. The course Project Writing PROJ101, 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 	
	<p>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.</p> <p><i>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.</i></p> <p><i>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</i></p> <p>The ECTS for all subjects reflect the work dedicated, <i>however if the practical placement duration will be reduced, analogous reduction of the ECTS and/or respective work time is expected</i></p>	

		<p>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 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 1.500 word assignment, is now given 2 teaching hours – corresponding to 3 ECTS and 2000 written assignment and its presentation.</p> <p>2. The course CBPA165 Dining and Oenology has been moved to Semester B. The team considers that the said course is more suitable to be taught during the Semester B, considering that, during Semester A, the students are taught the introductory course MGMT116 Introduction to the Food Industry, which lays the foundation for the other related courses (e.g. the course in question). The team considers that this change will benefit the students and the application of the knowledge acquired during Semester A.</p> <p>3. The team proceeded with revising and updating the content of the Semester D elective courses CBPA284 European Cuisine and CBPA285 International Cuisine, 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</p>	
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		<p>enhance the content of said courses and to make them more satisfactory for the students, and potentially to encourage students to branch out and try something new. To that effect, new learning objectives have now been entered to the course CBPA284 European Cuisine along with a new thematic category to be taught and practiced by the students (<i>Innovative development</i>) 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 was given more ECTS (from 3 ECTS to 4) and more teaching hours (from 3 to 4). The course CBPA285 International Cuisine 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 <i>How religions and philosophy influence eating habits, Indigenous ingredients and flavours of specific regions etc.</i>, that allow a wider consideration of the factors influencing and characterising international cuisines.</p> <p>Please see Appendix A for the original syllabi and Appendix B for the revised syllabi.</p>	
1.f. Facilities	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'	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.	Choose level of compliance:

	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.	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. Appendix K contains the purchase order, listing the equipment for updating the kitchen and pastry facilities, with associated expense outlays.	
1.g. Research participation	More members of the teaching staff could actively engage with research.	<p>The 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 EEC, 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 Appendix F. In short, the updates made in the research strategy and policy relate to the efforts of the College to build the mechanisms for</p>	Choose level of compliance:

		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, (section 1.c. Engagement with KES Research Centre) .	
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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
2.a. Detail description of the practical (lab) work	<p>Theoretical and laboratory courses are relatively well-balanced, but this balance is not reflected in the syllabus. Therefore, it is important to 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. Additionally, it would be beneficial to include information on how the practical work will be documented and assessed.</p> <p>This will help ensure that students have a clear understanding of the expectations for each subject and that they are able to fully engage in the learning process. 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 have been taken:</p> <p>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: 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 content of their theoretical and practical training, of the skills to be developed during the practical part of their course and the number of practical courses that are to be conducted during the semester³. Please find the relevant changes in Appendix B and in particular, as it relates to the following culinary courses with a theoretical and practical part:</p> <ul style="list-style-type: none"> a. CBPA129 Introduction to Cooking / Εισαγωγή στη Μαγειρική b. CBPA166 Basic Baking Principles / Βασικές Αρχές Αρτοποιίας c. CBPA167 Confectionery & Pastry I / Ζαχαροπλαστική Ι d. CBPA168 Basic Cooking Principles I / Βασικές Αρχές Μαγειρικής Ι 	Choose level of compliance:

³ Disclaimer: Please note that intermediary written or practical examinations and national holidays might influence the indicative weekly layout.

		<ul style="list-style-type: none"> e. CBPA122 Classic French Cuisine / Κλασσική Γαλλική Κουζίνα f. CBPA171 Cooking Techniques I / Τεχνικές Μαγειρικής I g. CBPA172 Basic Pastry Principles h. CBPA173 Baking I / Αρτοποιία i. CBPA176 Basic Cooking Principles II j. CBPA280 Molecular and Fusion Cuisine / Μοριακή και Υβριδική Κουζίνα k. CBPA281 Cooking Techniques II / Τεχνικές Μαγειρικής II l. CBPA282 Confectionery and Pastry II / Ζαχαροπλαστική II m. CBPA284 European Cuisine / Ευρωπαϊκή Κουζίνα n. CBPA286 Traditional Cypriot Cuisine / Παραδοσιακή Κυπριακή Κουζίνα o. CBPA278 Cypriot Pastry and Bakery / Κυπριακή Αρτοποιία και Ζαχαροπλαστική p. CBPA279 Confectionery and Pastry III / Ζαχαροπλαστική III q. CBPA288 Artistic Confectionery / Καλλιτεχνική Ζαχαροπλαστική <p>2.a.b. Additionally, it would be beneficial to include information on how the practical work will be documented and assessed: In response to this comment, we confirm that all the culinary courses with a theoretical and practical part, have a practical examination feedback sheet, which the team has attached in Appendix L. The team confirms the importance of having the students being adequately informed about the criteria of their assessment. For</p>	
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		<p>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 “Teaching methodology” section of the syllabi template developed by the CYQAA, Appendix B. The clarification is as follows:</p> <p><i>“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 on the Moodle page of the course”/ “ 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/την διδάσκοντα/ διδάσκουσα. 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 στη σελίδα του μαθήματος στο Moodle.”</i></p> <p>Furthermore, the team welcomes the comment made by the EEA regarding the implementation of a process that would allow to document 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’ progression. For this matter, the team responded to this recommendation with amending all</p>	
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		the practical examination feedback 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 with the use of photographs. Please see Appendix L .	
	<p>To ensure a well-structured and effective curriculum programme, it is recommended <i>that the learning outcomes be clearly separated into knowledge, skills, and competences without overlapping.</i> 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. Clear separation between these three 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>Please see section 1.a. Programme and courses learning outcomes</p>	Choose level of compliance:
2.b. Theoretical and practical courses and allocation of time spent	<p>To provide an effective learning experience, a well-balanced syllabus is key. This means distributing lectures and practicals according to the designated teaching hours. This balance lets students better understand expectations and engage with the learning process. Courses focused on practical skills may require more practicals, while courses focused on theory may need more lectures. With a course-</p>	<p>KES College thanks the EEA for this recommendation. The team confirms that the time allocation as it relates to the theoretical and practical part of the courses has been defined prior to the submission of the programme evaluation report, and as can be seen in the revised courses syllabi, Appendix B (see syllabi template develop by the QYCAA, sections: “lectures / week” and “Laboratories/week”.) The team also confirms that it has taken the</p>	Choose level of compliance:

	specific approach, teaching staff should ensure students receive the most effective education. <i>Revising the syllabus to balance lectures and practicals is essential for effective education. This helps students succeed in their future careers and make meaningful contributions to their field.</i>	necessary actions – as also recommended above – to describe the practical work performed during the courses, including the specific skills the students will acquire and the number of practicals to be conducted. Please see section 2.a. as it relates to the actions the team has taken to satisfy this recommendation.	
2.c. Assessment	The assessment could also demonstrate the variety of methods offered.	The team of the College has taken the necessary steps to satisfy this recommendation. The team has reviewed the courses of the programme of study and revised the assessment criteria of several of the courses in such a way that the variety of methods is now made evident. Please see Appendix M for the changes performed. All the changes are listed in the table that has been developed.	Choose level of compliance:
	The course learning outcomes should also be revised to reflect the level and requirements of the course.	Please see section 1.a.	
	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	Please see thematic categories 1.d.a and 1.d.b.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
If student numbers increase there will be a need to recruit more teaching staff in order to balance the workload of existing staff .	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. 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.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	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.</p> <p>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.</p> <p>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.</p> <p>We note the following in regards to the comment of the EEC:</p> <p>Rewards: 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.</p> <p>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 (2nd, 3rd or 4th 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>Established system to improve grades: The College has an existing process in place whereby students can opt to improve their grades in courses.</p> <p>Specifically, as per the KES College Internal Regulation section on Repeating a Final Examination for Grade Improvement: <i>Students are entitled to repeat the written examination of the January or May exam</i></p>	<p>Choose level of compliance:</p>

	<p><i>period 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.</i></p> <p><i>When a course is repeated, only the highest grade is recorded in the transcript and the course is marked with the R (Repeat) hallmark.</i></p> <p><i>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 by EEC	Actions Taken by the Institution	For Official Use ONLY
5.a. business/ management underpinnings	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 <i>rather than theoretical underpinning and the business/management element of such programmes.</i>	<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 with new thematic categories, new assessment criteria and new learning objectives. Please see Appendix N where the team has developed a table summarizing the enhancements made. Please also see Appendix A for the original course syllabi and Appendix B for the revised course syllabi. The courses that have been enhanced are the following:</p> <p>CBPA130 Food Tenders and Costing</p> <p>MGMT214 Events Management</p> <p>ENTR201 Essentials of Entrepreneurship</p> <p>CBPA283 Food Unit Maintenance & Design</p> <p>CBPA277 Events and Catering</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>	Choose level of compliance:
	Emphasis should be placed on the business/management nature of such programmes	Please see as above (point 5.a.)	
	The facilities and equipment for the practical aspect of the courses could be updated.	Please see thematic category <u>1.f. Facilities</u>	Choose level of compliance:
5.b. Organisation of practicals	There can be more evidence of how the practicals are organised and managed.	Please see section <u>2.a. Detail description of the practical (lab) work</u>	Choose level of compliance:

	<p>The list of books on culinary arts is limited. Further resources on culinary arts management and marketing could be added.</p>	<p>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. Please see Appendix O for a summary of the new additions in books, linked to their respective course.</p>	<p>Choose level of compliance:</p>
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

a. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
Revise where needed (usually the Learning outcomes should be four or maximum five) the programme and course learning outcomes to reflect the level and the requirements of study for a diploma at level 5b.	The team reviewed the curriculum and 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 as 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, has thus been significantly reduced , 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 between six and seven in a few other occasions. Please see Appendix B for the revised course syllabi and Appendix D for the revised programme of study learning objectives. Please also see sections 1.a.a. and 1.a.b.	Choose level of compliance:
Review the practical courses to reduce duration and demonstrate clear requirements per level.	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 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 Appendix H for the revised practical training logbooks. Please also see sections 1.d.a., 1.d.b., 1.d.c.	Choose level of compliance:
The content also of courses could include the theoretical underpinning	The team, as mentioned above, has taken the necessary measures to enhance the practical training courses, having defined the skills and competences to be developed and assessed. Please see Appendix H for the revised practical training logbooks. Please also see sections 1.d.a., 1.d.b., 1.d.c.	Choose level of compliance:
Encourage the research to other members of staff that specialize in area of Food studies / Culinary arts.	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 to Higher Diplomas and Bachelor Degrees, considering that the Diploma Degrees are mainly vocational.</i> The revised KES College Research Strategy & Policy is found in Appendix F . Please also see section 1.c. Engagement with KES Research Centre	Choose level of compliance:
The college may improve library resources and improve the	The team confirms that it has taken actions with regards to enhancing the bibliographic sources of	Choose level of compliance:

books recommended as the same books are used across many courses.	several of the courses with the replacement and addition of several new books on the culinary arts and the business / management industry. Please see Appendix O for a summary of the new additions in books, linked to their respective course	
To modernise and where required to update the labs	<p>Please see Appendix K, 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 1.f. Facilities for more details on our response to the EEC's recommendations.</p>	Choose level of compliance:



a. Higher Education Institution academic representatives

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

Date: 01.09.2023

