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

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Doc. 300.1.1

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**

  KES College

- **Town: Nicosia**

- **School/Faculty (if applicable): School of Culinary Arts Hospitality and Tourism**

- **Department/ Sector:** Department/Sector

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

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

  In English:

   Culinary Arts Management (four Academic Years 240 ECTS, Bachelor)

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

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

- **Concentrations (if any):**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS
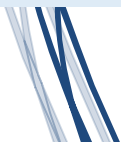
The programme has two concentrations:

Culinary Arts - Γαστρονομικές Τέχνες
Bakery and Pastry - Αρτοποιία και Ζαχαροπλαστική

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. Introduction

On behalf of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, we the panel of the External Evaluation Committee (hereafter) EEC met on Friday 2nd June, 2023 face to face to evaluate the full application of the KES College for the provision of a BA Culinary Arts (Γαστρονομικές Τέχνες), provided through their Department of Culinary Arts, Hospitality and Tourism. The preset agenda was followed, and we met at the premises of the KES College with the Head of the Institution and the members of the Internal Evaluation Committee (IEC), the Head of relevant departments and Programme Coordinator, Faculty Members, meeting with students and Administrative Staff. The EEC had the opportunity to have a tour at the facilities of the College. As a committee, we went through the application documents submitted individually and collectively to gain in-depth knowledge about the programme under discussion. Further the committee met pre- and post the evaluation meeting, to ensure objectivity of our decisions. The committee suggested changes for the Culinary Arts programme, the KES College reviewed some of the recommendations/conditions, considering our preliminary discussions. The committee is satisfied to have had a comprehensive review of the programme and is impressed by the commitment, enthusiasm and positive feedback from all. In the following sections, we have further detailed aspects of the evaluation process which we followed to arrive at the conclusions and recommendations we made.

The site visit schedule was the following.

- **9.30-10.15 Meeting with the Head of the Institution and the EEC met the following leaders**

  Petros Stylianou (Director General)

  Dr Vassias Vassilliades (Director of Academic Affairs (Chair of the Internal Quality Assurance Committee)

  Dr Dimitrios Sarris Programme Coordinator (Environmental Studies Programmes)/Director of KES Research Centre

  Panayiotis Hadjisymeou Programme Coordinator (Culinary Arts)

  Dr Androula Miliotou Programme Coordinator (Health Studies Programmes)

  Dr Christina Yennari Education Officer

  Peter Nikandrou Registrar

- **10:15-13.00** Meeting with the Head of the relevant department and he programme Coordinator

  Panayiotis Hadjisymeou (Programme Coordinator Culinary Arts)

  Dr Dimitrios Sarris (Programme Coordinator Environmental Studies Programmes and Director of KES Research Centre)

  - **13.00-14.00 (Working Lunch)**
  - **14.00-15.00 Meeting with members of the teaching staff**

    Dr Androula Miliotou (Molecular Pharmacology)

    Aristos Nicolaou (Culinary Arts)

Artemis Poleou-Lazou (Computer Science)

Athanasios Athanasiou (Environmental and natural Resource Management)

Costas Yerokostas (Marketing Management)

Demetris Demetriou (Accounting and Finance)

Eleni Pettemeridou (French Language)

Eve Constantinou (Food Quality Management)

Georgios Pishilis (Culinary Arts)

Maria Prodromou (Culinary Arts)

Marina Konstantinou (Logistics and Supply Chain Management)

Olvia Kyriakoy (Business Administration)

Christina Christodoulou (Agriculture)

Constantinos Lois (Agriculture)

Dr Vasilis Litskas (Agriculture)

- **15.00-15.45 Meeting with the students EEC**

  Andreas Michael (Culinary Arts)

  Dimitris Constantinou (Culinary Arts)

  Elenitsa Antoniou (Culinary Arts)

  Evanggelos Ioanisdis (Culinary Arts)

  Irini karotsaki (Culinary Arts)

  Michaella Pambi (Culinary Arts)

  Pangiotis Vassiliou (Culinary Arts)

  Savvas Christofi (Culinary Arts)

  Soritis Koupis (Culinary Arts)

  Margarita Kouloumi (Organic Agricultural Production)

  Panagiota Pavlaki (Organic Agricultural Production)

  Panagiotis Ioannou (Organic Agricultural Production)

  Stella Kokkinou (Organic Agricultural Production)

- **16.00-16.30 Meeting with Administrative Staff**

  Andri Sideri-Yiallouraki (Head of Student Affairs and Welfare Services)

  Elena Charalambous (Human Resource Manager)

  Fytoula Philipou (Secretary Head)

Demetra Michael (Senior Officer, Students Affairs and Welfare Services, International Office)

Peter Nikandrou (Registrar/ Director of Business Development and planning

Yiannis Loizou (IT Officer)

- **16.30-17.00 Visit of facilities of the Institution**
- **17.00-17.30 Briefing to the Directors of the findings**

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B. External Evaluation Committee (EEC)

Name	Position	University
Amalia Tsiami	Associate Professor	University of West London
George Tsiamis	Professor	University of Patras
Evangelia Marinakou	Principal Lecturer	Bournemouth University
Elina Paraskeva	Student	Open University

C. Guidelines on content and structure of the report

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

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 **Design, approval, on-going monitoring and review**

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- ● *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*

    o   *students' satisfaction with their programmes*
    o   *learning resources and student support available*
    o   *career paths of graduates*

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

Findings

Based on the application documentation, and the on-site visit, extensive discussions with the members of staff and students and administrators the programme of Culinary Arts meets the needs of the industry and the high demand of the profession in Cyprus and the tourism industry. KES college has a long history and tradition for the provision of the Culinary Arts studies that were established 1985.

The programme's purpose and objectives were clearly presented as well as the goals.

The Knowledge, Skills and Competences of the degree are presented; however, some elements are overlapped and there is not clear distinction between the three categories.

1.1 Policy for quality assurance

During the discussion with the members of the management the EEC found that the quality assurance of the programme of this study follows the procedures designed for the rest of the programmes of the KES College. The department is well organised with relevant documentation developed.

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

- Executive Committee
- Faculty and Administrative Committee
- Disciplinary Committee
- Program Coordinator
- Student Affairs Committee
- Internal Quality Assurance Committee
- Programmes Committee
- KES Research Research Centre
- Erasmus Committee
- Student Representatives to participate in quality committees

1.2 Design, approval, on-going monitoring and review

The design of the programme and subjects suggested fits the needs of Skills, Competences and Knowledge required for the graduates to be highly skilled professionals.

- The overall programme objectives reflect the learning outcomes expected for this programme of study at the undergraduate level. The wording of the modules learning outcomes could be rephrased in some cases to reflect the critical analysis and synthesis that is expected at degree level at the final year of the study.

- The programme offers a degree level and an in-depth knowledge of the subject. Includes key elements, giving an excellent background knowledge of the sciences as well as the skills required for the Culinary arts graduates.
- The KES college has external partners from the Culinary Arts and hospitality industry, ensuring the student employment opportunities as reported by the student discussion as well as the events that the department organises to enhance student experience, bring professionals to demonstrate practices and innovation in industry. The programme of those visits was presented, and the plan included an event for each month and in some cases, two or three per month. It has to be noted that KES College included presenters from their own graduates, which could inspire students to engage with their studies and take pride in their work. It would be important to include external speakers/ master class from other universities and professionals to enhance student experience further.
- The KES College acknowledges the challenges facing the sector and the internal challenges for their limited research outputs, however KES created the Research Centre and provides seed funding to promote research initiatives. It is important to continue this engagement to all members of staff.
- The EEC reviewed the academic material and highlighted that the 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, disadvantaging the students that they may have subjects to resit during this period to be able to study and perform at the same time at work. It has to be noted that students did not identify this as an issue and it appeared that they managed well.
- The ECTs for all subjects reflect the work dedicated, however if the practical placement duration will be reduced and analogous reduction of the ECTs and/or respective work time is expected.
- The thesis reflects the requirements of the UG degree. The EEC inspected thesis copies available in the library. The KES academic committee could consider increasing the ECTs allocated to this course to reflect and give value to the research that students undertake for this course.
- The EEC also recommended to diversify the course and include the project element in it as many students decide to do more applied research.

1.3. Public information

The EEC committee have seen the relevant course and all the information has been published on the site. The selection criteria, learning outcomes of the courses and qualifications awarded are available. More specifically the following are published.

- *selection criteria*
- *learning outcomes*
- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*

- *learning opportunities available to the students*
- *graduate employment information*

Programme's purpose and objectives were clearly presented as well as the goals.

The website also provided employment opportunities within the culinary arts sector.

There were also testimonials from graduates*.*

1.4. Information management

All the information related to the effective management of the programme of the study was satisfactory. Students and staff are given the opportunity to get involved in providing and analysing information and planning activities.

The KES College demonstrated the processes that followed for the student progression and success and the way that monitors student satisfaction with their programme, as well as access to the library resources and link with EBSCO provided to all students enabling them to access many electronic resources remotely.

Strengths
- The College has links with the industry and will further develop the links with the professional bodies.
- They facilitate the professional development of the students and exposure to the industry. The opportunities that will be provided for the professional development are of paramount importance for the College.
- Established quality assurance processing as per other provisions.
- The academic staff provides excellent student communication and opportunities for discussions.
- The College invested heavily to improve the electronic platform (SIS) for student, administration, marking facilities.
- There is very good evidence of emphasis on training and development.

Areas of improvement and recommendations
- The College should review the 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.
- 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.
- More members of the teaching staff could actively engage with research.
- The Learning outcomes of the courses should be revised to reflect the level of delivery, expectations from students and performance.

- 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).
- As the practical placement has been offered at different levels of study, 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. 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.
- 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. The dissertation could be heavy weighted by taking some of the credits of the practical placement to the weight of the dissertation. 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.

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

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

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology
2.3 Practical training
2.4 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

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2.3 Student assessment

Standards
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings
2.1 Process of teaching and learning and student-centered teaching methodology

The programme being evaluated is at the level 6 of studies (240 ECTS) and will offer a BA degree. The committee has determined that the learning outcomes of the programme align with those of standard qualifications for a degree level. Based on this, the committee finds that the programme meets the requirements of level 6 of studies (240 ECTS).

Each course outline includes a wealth of information to help students better understand the subject matter. In addition to providing details on ECTS credits, students can also learn about the course's aim, the responsible teacher, the topics included in content, bibliography and the learning outcomes. A detailed course content description is also provided, giving students a more in-depth understanding of what they can expect to learn throughout the semester. Moreover, students can familiarize themselves with the course's teaching methodology, bibliography, and assessment methods. These outlines are given to students within the first 2 weeks of teaching and are also uploaded to the respective area of Moodle.

To enhance the learning experience, teaching staff use a fully functional electronic training platform (Moodle) to upload course materials. In the near future, there will be a transition to a fully digital system for managing student admission, registration, and marking recording. With an eye towards modernity, students have access to a wealth of learning resources, including facilities and equipment, library, and online library materials. The student-centered approach to teaching is facilitated by the small class sizes, which is particularly important for laboratory work.

Moreover, students are encouraged to work independently and are given the opportunity to propose a research topic, submit a thesis, and deliver a presentation as part of their final year course, which is assigned 8 ECTS credits (Πτυχιακή Μελέτη). The committee has suggested doubling the number of ECTS credits for the project to increase its impact, which will further encourage students to take on more ambitious projects and explore their interests in greater depth (see also recommendation in section 1)

2.2 Practical training

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. 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.

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. 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).

2.3 Student assessment

The students' assessment in various courses is determined using different methods of assessment, each with varying weights. These methods include, but are not limited to, written exams, oral presentations, group projects, and practical assessments. The formal procedures for student appeals regarding their assessment in individual courses have been established to ensure fairness and transparency in the assessment process. In addition, the students are given feedback on the effectiveness of the assessment, in order to continuously improve the quality of education provided and improve their T&L skills.

Strengths
- Application of participatory learning methods.
- Use of a functional educational platform in the delivery of the courses (Moodle).
- Compulsory credited practical work at suitable workplaces.

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- Provides hands-on experience in a professional kitchen environment.
- Offers a comprehensive curriculum that covers culinary techniques, nutrition, safety and sanitation, menu planning, and business management.
- Encourages creativity and experimentation in a number of courses.
- Offers opportunities for internships and externships in top-rated restaurants and hotels.
- Maintains relationships with industry professionals, providing networking opportunities for students and staff.
- Emphasizes sustainability and ethical practices in food production and consumption.

Areas of improvement and recommendations

- To ensure a well-structured and effective curriculum programme, it is recommended that the programme's intended learning outcomes be clearly separated into knowledge, skills, and competences without overlapping. 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 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.
- 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
- 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.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2	Process of teaching and learning and student-centred teaching methodology	*Partially Compliant*
2.2	Practical training	*Partially Compliant*
2.3	Student assessment	*Compliant*

3. Teaching staff *(ESG 1.5)*

Sub-areas

3.1 **Teaching staff recruitment and development**
3.2 **Teaching staff number and status**
3.3 **Synergies of teaching and research**

3.1 **Teaching staff recruitment and development**

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 **Synergies of teaching and research**

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

3.1. Teaching staff recruitment and development

The recruitment process involves the HR department, Program Coordinators, and Directors. Information is collected about potential candidates, including obtaining references, reviewing qualifications, and assessing prior teaching and professional experience. The team evaluates each candidate's strengths and weaknesses to determine if they would be a good fit for the organization. Additionally, an informal succession planning system is in place that ensures a smooth transition when an employee retires. A new employee shadows the retiring employee, observes the duties and responsibilities of the role, and gains valuable insight into how the organization operates. The retiring employee provides guidance and support during this process, ensuring a smooth handover. This approach helps to retain institutional knowledge and fosters a sense of community and support within the organization.

There is a performance appraisal system which includes all parties. The process includes various activities, there is classroom observation from the Education officer, where a form is used. Teaching staff are informed in advance, the observation takes place and then a meeting is arranged to discuss performance and decide on actions. This is part of the staff appraisal process, and the form is included in the documentation. An example of a peer observation form was provided, which includes all key areas on teaching and assessment. There is also a final year appraisal where the performance is discussed in terms of teaching and learning, competences development, any other development that may be required as well as availability for the following academic year for proper planning. This process applies to all (FT and PT teaching staff). All appraisals are discussed at various committee meetings, for example with programme coordinators and the director of academic affairs.

Promotion is offered based on merit, qualifications, and performance.

Training is offered throughout the year, starting with an orientation, which includes topics such as regulations, policies, practices, teaching and learning, as well as specific T&L techniques. Usually,

there are two sessions a year on T&L topics. There were a number of teaching staff that participated in a 42 hour training programme on Educating the Educators offered by CYQAA.

Innovation and creativity in the teaching and delivery of the courses is available, through training, classroom observation etc. which encourages teaching staff to engage in innovative teaching techniques.

All members of the teaching team have relevant professional experience and work in the Cypriot hospitality and tourism industry. Chef lectures are involved in many activities such as competitions, seminars, conferences etc.

Guest lecturers are also involved in the delivery, on expert subject matters for example pastry.

As there is a research center and teaching staff engaging actively, they have relevant skills and qualifications to support students' projects, and include research in their teaching. Some of them hold a PG degree.

3.2. Teaching staff number and status

The number of teaching staff is adequate for the programme as well as hold appropriate to the level qualifications. The workload was found to be reasonable for those who are not involved in any research project.

The number of PT teaching staff outnumbers the FT. However, many of PT staff are working on a fixed term contract (8 months) hence they have to be available on a full-time basis.

3.3.Synergies of teaching and research

Teaching staff are highly encouraged to participate in research. This is seen as a crucial aspect of their professional development, as well as a means to keep up to date with the latest findings and developments in their field. As such, they are provided with ample opportunities to engage in research activities, both during and outside of their regular work hours. To facilitate their research, teaching staff are given several incentives. This includes additional hours in their workload, which can be used to conduct research or attend research-related meetings. Furthermore, teaching staff are offered support to attend and present at national and international conferences, as well as publish their research in journals, newspapers, or trade magazines. This support can come in the form of financial assistance to cover expenses such as travel, accommodation, and conference fees, as well as administrative support for preparing research papers for publication. In short, teaching staff are provided with numerous opportunities and incentives to engage in research activities and contribute to the advancement of their field. These opportunities not only benefit the staff themselves, but also have the potential to positively impact their students and the wider academic community.

Strengths

- The College has a sufficient number of staff that have background that covers the current needs of the underpinning programme. The staff engage with the industry and have professional experience in the industry.
- Research is evident and encouraged within the staff group where they take part in projects, conferences, and seminars.
- There is very good evidence of management support to professional development activities as team members already undertake further studies i.e. PG or PhDs and/or participate at Erasmus programme or undertake training on pedagogy.
- Student evaluation of academic staff is in place, with proper processes to use the data collected.

Areas of improvement and recommendations
If student numbers increase there will be a need to recruit more teaching staff in order to balance the workload of existing staff.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3	Teaching staff recruitment and development	*Compliant*
3.2	Teaching staff number and status	*Compliant*
3.3	Synergies of teaching and research	*Compliant*

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

Sub-areas

4.1 **Student admission, processes and criteria**
4.2 **Student progression**
4.3 **Student recognition**
4.4 **Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

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> o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*
>
> **4.4 Student certification**
>
> *Standards*
>
> ● *Pre-defined and published regulations regarding student certification are in place.*
> ● *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

4.1. Student admission

The student admission requirements, which are publicly available, are effective and ensure that the institution admits qualified students. These requirements include academic qualifications, such as grades and standardized test scores, as well as non-academic qualifications, such as extracurricular activities and community service. There are also clear admissions criteria for international students including the requirements on their knowledge of the English language. However, it is not clear whether the institution will apply a scoring system to evaluate excess applications, which could lead to uncertainty and confusion for prospective students.

4.2. Student progression

The Secretariat maintains comprehensive digital records of the academic performance of both current students and graduates, ensuring that the organization has data on which to draw when it comes to analyzing trends and making programme-related decisions. A passing grade of 60% is required to progress through the programme.

In addition to offering academic support, the programme also provides several resources to help students navigate the many challenges that can arise during their course of study. Students are encouraged to meet with the programme coordinator and individual course leaders for advising and counseling sessions. These experienced professionals provide feedback on students' academic performance and experience, as well as offer guidance on how to stay on track and achieve their goals. Furthermore, the programme makes a point of offering social support, recognizing that a supportive community can be crucial to students' success.

To ensure that the programme is meeting the needs of its students, the organization has established several committees to facilitate communication and collaboration. The Student Affairs Committee, for example, is composed of student representatives who provide valuable insights into the student

experience. Meanwhile, the Programme Committee is responsible for discussing program content, delivery, and any issues raised by students and staff. All discussions and actions taken by these committees are carefully recorded so that they can be reviewed and analyzed as needed.

4.3. Student recognition

This programme provides the equivalent of a level 6 education in the European system, which requires eight semesters of full-time study with 14 weeks of teaching per semester, including the final examination. Students will earn 240 ECTS credits, which can be transferred to other institutions within the European Union. The programme includes both theoretical and practical courses, with opportunities for research and internships. The pass grade is 60% (see Annex 6 to the application).

4.4. Student certification

The institution has established and published a set of regulations that govern the certification of students. These regulations provide clear guidelines for students to follow and ensure that all students are evaluated in a fair and consistent manner. Additionally, the regulations are regularly reviewed and revised to ensure that they remain up-to-date and relevant to the changing needs of the student body. The institution recognizes the importance of certification and is committed to providing a high-quality and rigorous certification process for all students.

Moreover, students are given the opportunity to study and be certified in various areas of expertise in their field of study for example Level 2 award in Food Safety and Hygiene.

Strengths
The admission system is well defined aiming to select the most qualified students by establishing clear and effective admission criteria that consider academic performance, extracurricular activities, community involvement, and personal characteristics. The institution has put in place a variety of processes and tools for monitoring the progression of students. These tools and processes range from the use of student performance data to identify areas of concern, to the implementation of instructional interventions to address these concerns. Additionally, the institution has developed mechanisms for collecting and analyzing feedback from students and staff members in order to continuously improve these processes and tools. As a result, the institution is able to provide targeted support to students who are struggling and ensure that all students are progressing towards their academic goals.

Areas of improvement and recommendations
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.

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

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

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

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- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings
5.1 Teaching and Learning resources

KES College uses Moodle as a platform to upload teaching material, and ability to communicate with the students. The EEC also been informed that the College also invests to new software in order to integrate all services and improve student access to their grades as well as to reduce the administrative load and errors that may occur.

- All resources are fit for purpose, academic and administrative staff follow the approach of student-centered learning and providing flexible modes of learning and teaching, focusing on practical skills required for the profession.
- The College provides a hub where all provisions can be found at one point of contact.
- 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).
- Students are provided with notes, further reading and other sources via the VLE (moodle).
- The students have access to the library, which provides 10 computers and books, as well as access to EBSCO (either via the computers from the library or from distance).

5.2 Physical resources

- The department provides computer rooms and lecture rooms fitted with appropriate links to computers and opportunities for recordings.
- There are computer rooms, one kitchen and one pastry kitchen.
- The kitchen and pastry kitchen are fit for purpose, quite small, KES College indicated that the kitchen fits 12 students, however it appears that less students should be present in the room as it is quite small. Similarly, the pastry kitchen is rather small and can fit probably 6 students.
- As the space is out-dated (however fully equipped) professionals might find it challenging to perform due to space.

5.3 Human support resources

- All human support resources, practices, policies are in place. There is very good support system for students' wellbeing, academic experience, student life and academic learning.

5.4 Student support

- Students are informed about all the existing policies in the student handbook as well as at events that are organized by admin support staff with emphasis on the beginning of the semester via an orientation. Similar support is offered to international students, with additional support to go through immigration processes, accommodation etc.

Strengths

- The group is well resourced financially, and supports the welfare of the students.
- The future plans of the College are also ambitious and in line with current governments' projections in relation to the number of tourists and targets and graduate employment skills.

Areas of improvement and recommendations
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 business/management element of such programmes.

- The facilities and equipment for the practical aspect of the courses could be updated.
- There can be more evidence of how the practicals are organised and managed.
- Emphasis should be placed on the business/management nature of such programmes.

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

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

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

> ### Sub-areas
> 6.1 **Selection criteria and requirements**
> 6.2 **Proposal and dissertation**
> 6.3 **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

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

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

The EEC committee would like to suggest areas of improvement:

Review the curriculum:

- Revise the programme and course learning outcomes to reflect the level and the requirements of study for a BA degree at level 6.
- Review the practical courses to reduce duration and demonstrate clear requirements per level.
- The content also of modules could include the theoretical underpinning, especially in year 3 and 4 of the study.
- Revise the skills competencies and knowledge of the course to avoid overlap

Research:

- Encourage the research to other members of staff that specialize in area of Food studies / Culinary arts.

Facilities

- The college may improve library resources and improve the books recommended as the same books are used across many courses.
- To modernize and where required to update the labs.

E. Signatures of the EEC

Name	Signature
Dr Amalia Tsiami	
Dr. Georgios Tsiamis	
Dr. Evangelia Marinakou	
Student Elina Paraskeva	
Click to enter Name	
Click to enter Name	

Date: 06/06/2023