

Doc. 300.2.2

Institution Response (Institutional Evaluation)

Date: 10/12/2025

- Higher Education Institution: KES College
- Town: Nicosia
- Institution Status: Currently Operating

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.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

1. Building facilities

1.1 Plans and licenses (see EEC report page 5)

There is only a certification for electrical installation by an Electrical Engineer for the building G (not submitted). The General Director Mr. Petros Stylianou mentioned that he will immediately take the necessary steps to secure the relevant certificate for the Electrical and Mechanical installations.

Click here to add text.

KES COLLEGE RESPONSE:

Actions have already been taken with an Electromechanical Consultancy Services Office (GEMAC), and we have had an onsite meeting, with a Mechanical Engineer and an Electrical Engineer.

For the time being, we have the required certificate (ΕΝΤΥΠΟ ΔΙΠΑΕ 106) signed by the Mechanical Engineer (Please refer to Annex 1).

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

2. Student welfare services (see EEC report page 8-10)

2. Recreation areas:

The College currently offers limited recreational facilities, consisting primarily of a single cafeteria and an outdoor area with benches for dining and social interaction. The creation of additional recreational spaces could further enhance the student experience. However, during interviews, students expressed overall satisfaction, noting that most are employed and attend classes on a continuous schedule three days per week, which reduces the need for additional facilities. Furthermore, the College has established an agreement with a fitness centre, providing students and staff with a 50% discount.

The College does not maintain a separate Career Office; however, the Student Welfare Service assists students with CV preparation and job search. Moreover, as most programs are vocational in nature and include practical training within organizations throughout the duration of studies, strong connections with these organizations facilitate employment opportunities for graduates.

KES COLLEGE RESPONSE:

We thank the committee for their comments. The main cafeteria space is fully air-conditioned, providing a comfortable environment where students are served and can enjoy their meals and beverages. In addition to this, there are designated counter areas equipped with power outlets and Wi-Fi access, allowing

students to conveniently use their laptops for study or leisure. Furthermore, there is a covered and enclosed outdoor area furnished with tables and chairs, offering students a space to enjoy their coffee, dine, or relax between classes. Throughout the surrounding exterior spaces and in the College garden, several benches are placed for students to sit and socialize. A kiosk is also available on the premises, enhancing the overall outdoor leisure experience.

As noted by the committee, many of our students are employed and attend classes on a three-day continuous schedule, which reduces the demand for additional on-campus recreational spaces. The College also maintains a partnership with a local fitness centre, offering a 50% discount to both students and staff. This collaboration provides an accessible and affordable option for physical activity and wellbeing. The College remains committed to continuously enhancing the student experience and will take these insights into account when planning future improvements.

Regarding career support, KES College does not operate a separate Career Office. However, students receive guidance on CV preparation and job search through the Student Affairs and Welfare Services, as well as through their Programme Coordinators. In addition, every academic year, a specialised seminar is held in our college's Computer Laboratories to explain and prepare the CV based on European standards (Europass). Most programmes are vocational in nature and include a practical training component, which helps students build strong professional connections that support future employment. KES College also maintains close links with industry through Memoranda of Understanding with major hotel chains such as Wavemaker Hospitality Group and Louis Hotels, as well as with numerous beauty salons, companies, and organisations. These partnerships create valuable bridges between students and the labour market.

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

3. Infrastructure (see EEC report page 11)

The EEC is satisfied with the infrastructure provided at the KES College. Nonetheless, there is some room for improvement in ensuring that library resources are updated, the IT is upgraded in line with the current standards. Technological and technical support are evident, although there could be more support in providing additional human resources.

KES COLLEGE RESPONSE:

To strengthen the security of our networks and the College's electronic infrastructure, and to ensure the continuous and uninterrupted operation of all systems, we have, for several years now, complemented our internal IT department with permanent external (outsourced) support and collaboration with CloudTech (<https://www.cloudtech.com.cy/>). This dual approach allows us to maintain robust monitoring, timely updates, and effective protection against potential threats. The College will continue to strengthen its capacity to respond swiftly to evolving technological needs and to provide even more robust support to the College community and its human resources.

Additionally, the College has recently completed the process of joining the Cypriot Libraries Consortium (CLC), significantly expanding the learning resources available to its faculty, students, and researchers (Please see Annex 2).

1. Institution's Academic Profile and Orientation (see EEC report pages. 13-18)

Sub-Areas

- 1.1 Mission and strategic planning**
- 1.2 Connecting with society**
- 1.3 Development processes**

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

- Although recruitment is stable and retention figures appear to be strong, there is no formal procedure in place to analyse data and quality indicators. This is an area that the college should focus on in the future. (EEC report page 18)
- This mission statement was shared with the panel, but this it is not easily accessible or traceable on the college's website. (EEC report page 18)

KES COLLEGE RESPONSE:

Regarding the analysis of recruitment and retention data, we acknowledge that although current figures are stable and retention is strong, the College does not yet have a fully formalised procedure for analysing this data and related quality indicators.

While we do collect this data, we are now exploring ways to transform them into meaningful figures that can inform decision-making. We do recognise the importance of establishing a systematic and evidence-based approach, and we are committed to developing a formal data analysis framework as part of our ongoing quality assurance enhancement. This will allow the College to better monitor trends, identify areas for improvement, and support strategic planning

Concerning the accessibility of the mission statement, we appreciate the panel's observation. We acknowledge that it is not currently easily accessible or prominently displayed on the College website. We have taken immediate steps to ensure that the mission, vision, and values of the institution are visibly and clearly communicated online, allowing prospective and current students, staff, and external stakeholders to access this information without difficulty. Please refer to our website to find the College's mission statement (please see this link: [Ποιοι είμαστε - KES College](#)).

2. Quality Assurance (EEC report pages 19-23)

Sub-Areas

- 2.1 System and quality assurance strategy
- 2.2 Ensuring quality for the programmes of study

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

- The policy for quality assurance is comprehensive and forms part of its strategic management but it is not made publicly available and does not feature on the college's website. (EEC report page 20)
- The collection of data in terms of recruitment targets, retention and success is not formalised. Retention and success were reported as being high (circa 90%) but this was not evidenced at the time of the visit. (EEC report page 23)
- It is recommended that a process is put in place to set targets across recruitment, retention and success (and levels of success – e.g. pass, merit, distinction / 1st, 2:1, etc., as appropriate). This would provide data for the comparison of performance and promote a culture of continuous improvement. (EEC report page 23)

KES COLLEGE RESPONSE:

Thank you for the recommendation. In response we have developed a more condensed **Quality Assurance Principles** document, outlining our Colleges' commitment to QA, which is now publicly available on our website (please see the relevant link: https://www.kescollege.ac.cy/wp-content/uploads/2025/12/QA-PRINCIPLES_EN.pdf).

We agree that establishing a clear and systematic process for setting targets across recruitment, retention, and student success would strengthen our ability to monitor performance and support continuous improvement. Developing measurable indicators (including success at different classification levels used by the college (i.e. pass, good, merit and distinction) will allow us to benchmark progress over time and identify areas where additional interventions may be needed.

Student recruitment targets are already an important consideration and carefully taken into account during the preparation of the annual budget. In addition, we will endeavour to make full use of the capabilities of the Classter Student Information System (SIS) to develop an appropriate framework for data reporting mechanisms, ensuring reliable and consistent analysis.

We are making steps towards developing a structured framework for target-setting, and alongside these enhanced reporting mechanisms, will strive to ensure that these measures meaningfully inform strategic planning and further enhance overall quality of our programme delivery.

3. Administration (EEC report pages 25-27)

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

- Many institutions are reviewing their assessment mechanisms and processes in light of the increasing use of AI in all areas of work. The College is clearly mindful of these challenges, and the EEC encourages the college to continue to develop its assessment mechanisms and practices in order to ensure they are robust in the context of increasingly sophisticated applications of AI. (EEC report page 26)
- Organisational changes must be monitored, evaluated and improved as necessary to ensure their appropriate modernisation. (EEC report page 27)
- Communication with alumni should be conducted in a more formal manner and therefore it is recommended the college creates an alumni association. (EEC report page 27)

KES COLLEGE RESPONSE:

We recognise the significant impact that AI developments are having on assessment practices across the sector, and we share the commitment to ensuring our assessment mechanisms remain rigorous, authentic, and fit for purpose. The College has already begun reviewing its assessment design and academic integrity processes in light of these developments, and we will continue to strengthen our approach as AI capabilities evolve.

As part of our commitment to continuous improvement, we are organising a series of seminars on AI tools and on AI in education as part of our staff continued professional development. These sessions aim to ensure colleagues remain up to date with emerging trends and developments, enabling us to make informed decisions regarding programme design, assessment development, and our internal QA processes.

We appreciate the EEC's encouragement and will further prioritise the development of robust, future-proof assessment strategies that promote genuine learning, uphold academic standards, and support students in using AI ethically and responsibly.

We agree with the EEC regarding the need to monitor Organisational changes and make necessary improvements. The College has been progressively digitizing its operation through the deployment of a centralized student information system. This process has enabled us to progressively evaluate of policies and procedures and modernize them wherever possible in order to streamline the College's operation and ensure growth.

At KES College, we believe that our connection with students extends well beyond graduation. In response to the recommendation to establish an Alumni Association, we would like to note that such structures and activities are already in place and actively supporting our graduates and the wider College community. Our Alumni Association plays a pivotal role in maintaining strong ties with graduates, offering a range of services designed to support their professional and personal development. Through ongoing initiatives, including networking events, career guidance, continuing education programmes, and opportunities for social responsibility, we have established an active and supportive alumni network that continues to grow. Graduates currently benefit from:

- **Networking Opportunities:** Facilitating meaningful connections among alumni to share experiences, insights, and professional opportunities.
- **Career Support:** Providing access to job openings, professional guidance, and career-related resources.
- **Continued Development:** Organising workshops, seminars, and training sessions to enhance skills and

promote lifelong learning.

- **Community Engagement:** Encouraging participation in volunteer initiatives and social responsibility activities.

The KES College Alumni Association webpage serves as a central hub for alumni, keeping them informed about College initiatives, events, and opportunities. Accessible at <https://www.kescolege.ac.cy/alumni/>, this bilingual platform presents the benefits of staying connected, provides updates on professional development programmes, and outlines ways for alumni to contribute to the institution's ongoing development.

To complement the webpage, the bilingual Alumni Association brochure offers a detailed overview of the association's mission, services, and the advantages of active membership. It reflects our commitment to sustaining a vibrant alumni network that supports lifelong learning, professional advancement, and continued engagement.

4. Learning and Teaching (EEC report pages 28-32)

Sub-Areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS: (EEC Report page 31)

- We encourage the college to be creative and innovative in its approach to AI and how AI may be beneficially embedded within its programmes.
- We encourage the college to ensure graduates are equipped to be critically reflective with respect to the role of AI, and agile in adopting or exploiting AI in their professional and academic lives. Staff expertise with respect to AI should be a consideration in staff development and future staff recruitment.
- In some professional programmes like Pharmacy Assistant/Technician, the length of internships should be increased.

KES COLLEGE RESPONSE:

We fully recognise the growing importance of AI in education and the opportunities it presents for enhancing teaching, learning, and student support. The College is committed to adopting a proactive, creative, and innovative approach to the integration of AI across its programmes. We are progressively embedding AI-related learning opportunities within our programmes, including activities that develop digital literacy, critical reflection, and responsible use of emerging technologies. In parallel, we are organizing staff development seminars on AI tools and AI in education to ensure colleagues remain informed about emerging trends and can design learning experiences that make effective and responsible use of AI. An example is a seminar on Artificial Intelligence that took place last academic year for staff regarding the useful applications of AI (such as Open AI and ChatGPT). We will continue to develop our institutional strategy for AI integration, with a focus on pedagogical enhancement, academic integrity, and preparing students for an increasingly AI-enabled professional landscape.

With regards to the EEC's suggestion concerning the length of the internship in some professional programmes, we welcome this and fully agree with the recommendation to increase the duration of the internship in the Pharmacy Assistant (Technician) programme. During the year 2026, when the programme will be submitted for re-evaluation, we will formally propose the extension of the internship period, as we believe this will be highly beneficial for the students and will further enhance the quality of their practical training.

Regarding the suggested change (made elsewhere in the EEC report) to the programme title by removing the word "Assistant," we would like to note that the existing title "Pharmacy Assistants (Technicians)" is based on the official guidance received directly from the Ministry of Education.

For your reference, we are attaching the relevant letter dated 17 April 2013 (please see Annex 3), which confirms the approved programme name "Βοηθοί (Τεχνικοί) Φαρμακείου".

5. Teaching Staff (EEC Report pages 33-35)

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

- The college should seek to ensure that the very successful culture that exists within the institution is maintained and nurtured into the future. It is important for the college that it retains the existing high-calibre corps of teaching staff so that it continues to operate successfully. (EEC report page 35)
- Although faculty members appear to receive adequate support in their research activities, the college does not seem to sufficiently recognise /celebrate high-performing teaching staff who have shown sustained commitment over several years. The EEC suggests that the college reviews its promotion criteria, particularly in cases where employees have performed well over a sustained period without meaningful progression in rank or responsibilities. (EEC report page 35)
- Furthermore, the EEC encourages the introduction of annual teaching awards as a good practice. Such recognition mechanisms would motivate teaching staff to excel in their research output and pedagogical approaches, while formally acknowledging excellence in the delivery of high-quality teaching. These awards could be complemented by structured professional development opportunities, peer-observation schemes, and internal workshops promoting best teaching practices and encouraging collaboration among departments (EEC report page 35)
- The EEC suggests that the ratio of full-time staff is increased when compared to the larger number currently teaching on part-time contracts. (EEC report page 35)

KES COLLEGE RESPONSE:

1. Thank you for this positive and forward-looking recommendation. We greatly value the strong, student-centred culture that has been cultivated at KES College, and we recognise that it is a key factor in our continued success. Maintaining and further nurturing this culture is a strategic priority for the institution. We fully agree that the retention and ongoing development of our high-calibre teaching staff are essential to sustaining this environment. The College remains committed to supporting our academic staff through opportunities for professional growth, recognition of excellence, and the creation of a collegial and supportive working environment. These efforts aim not only to retain our talented educators but also to ensure that the College continues to attract individuals who align with our values and educational mission. We appreciate the EEC's acknowledgement of the strengths within the College community and will continue to prioritise staff wellbeing, development, and engagement to safeguard the culture that underpins our institutional success.

2. We also appreciate the EEC's acknowledgement of our support for faculty research activities, as well as the recommendation regarding the recognition of sustained high performance in teaching. In response, the College will undertake a review of its promotion criteria and pathways to ensure that long-standing, high-performing staff are appropriately recognised and provided with meaningful opportunities for progression in rank and responsibilities. This review will focus on making career advancement more transparent, equitable, and aligned with the diverse contributions that staff make to the College.

3. We acknowledge the importance of maintaining an appropriate balance between full-time and part-time academic staff to ensure continuity, stability, and high-quality delivery across all programmes. The College recognises the significant contribution that a strong core of full-time faculty makes to curriculum development, student support, research activity, and the overall academic environment.

In line with the EEC's suggestion, we are reviewing our staffing strategy to identify opportunities to strengthen the proportion of full-time staff, taking into account programme needs, enrolment trends, and long-term institutional planning.

At the same time, due to the vocational nature of many of our programmes and the diverse range of specialised expertise required, it is essential that we continue to engage industry professionals to teach certain specialised courses. Their current, hands-on experience enriches the learning environment and ensures that our programmes remain aligned with real-world practice. This professional involvement is an important component of our programme quality, even though it naturally results in a higher proportion of part-time instructors.

We appreciate the EEC's guidance and will ensure that our approach maintains the right balance between strengthening the full-time faculty team and preserving the valuable professional expertise that supports the vocational relevance and quality of our programmes.

6. Research (EEC report pages 36-38)

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

The committee encourages the college to maintain its current successful research strategy and to continue its approach of specialising in those niche areas that play to the college's strengths in its teaching and learning programmes. The college should continue to incentivise staff to engage in research. (EEC report page 37)

KES COLLEGE RESPONSE:

Thank you for this positive and constructive recommendation. We appreciate the EEC's acknowledgement of our research strategy and its alignment with the College's academic strengths and teaching priorities.

We remain committed to maintaining and further developing a focused research agenda that builds on our niche areas of expertise and supports the quality and relevance of our programmes.

The College will continue to encourage and incentivise staff to engage in research activities that enhance both their professional development and the academic environment. This includes supporting staff through access to training, facilitation of collaborative opportunities, recognition of research achievements, and alignment of research initiatives with programme development and community needs.

We value the committee's guidance and will sustain our efforts to strengthen a research culture that is purposeful, impactful, and connected to the College's strategic goals.

7. Resources (EEC report pages 39-40)

EEC AREAS OF IMPROVEMENT AND RECOMMENDATIONS:

- KES College owns a plot of land measuring approximately 30,000 sq.m., originally purchased with the intention of developing new teaching facilities. However, due to government-imposed restrictions, the land remains unused. During discussions, the Faculty Director noted that the college faces limitations in generating additional income beyond tuition fees. The EEC suggests that the institution develop a long-term strategic plan for the utilisation of this land. (EEC report page 40)
- Given the rising value of property in Cyprus, investing in student accommodation may represent a financially sustainable option. Such a development could provide a stable stream of revenue while simultaneously enhancing the college's attractiveness to international students (many of whom face considerable challenges in securing housing while still in their home countries). Purpose-built, safe, and affordable student housing would position KES College more competitively in both local and international markets, whilst contributing to improved student experience and welfare. (EEC report page 40)

KES COLLEGE RESPONSE:

Thank you for these thoughtful recommendations. The College will carefully consider the suggestions provided by the EEC and will explore viable options for its utilisation, including the potential development of student accommodation.

As part of this process, the College will assess the scale of investment required and undertake a structured feasibility study to evaluate the financial, regulatory, and operational implications of different development pathways.

This analysis will also take into account market conditions, student needs, particularly those of international students, and the long-term sustainability of the institution.

We appreciate the committee's guidance and will integrate these considerations into our long-term strategic planning.

B. Conclusions and Final Remarks (EEC report page 41)

In terms of recommendations, the EEC suggests the following:

- To continue adapting and developing the curriculum to remain competitive in the marketplace.
- To develop a process to analyse data and quality indicators - recruitment targets, retention and success (not evident during the visit) This would provide data for the comparison of performance and promote a culture of continuous improvement.
- Support for students with disabilities - Upgrading accessibility infrastructure, for example, by installing ramps, expanding automatic-door coverage, ensuring elevator access in all multi-level buildings, and equipping all staircases with dual-side hand-rails.
- Training for staff in types of disabilities neurodiversity.
- Communication with alumni should be conducted in a more formal manner and therefore it is recommended the college creates an alumni association.
- To balance the ratio of full-time and part-time teaching staff, with further emphasis on full-time, where possible.
- To explore the potential for additional income generation, especially considering the land-stock in the institute's ownership.

KES COLLEGE RESPONSE:

The College recognises the importance of continually reviewing and enhancing its curriculum to ensure that our programmes remain competitive, relevant, and aligned with evolving industry needs and academic standards. We are committed to an ongoing process of curriculum development informed by feedback from students, staff, employers, professional bodies, and other external stakeholders. We will continue to work closely with these partners to ensure that our programmes remain aligned with market needs and expectations, and that graduates are equipped with the skills and competencies required in an evolving professional landscape. This process includes integrating emerging trends, updating learning outcomes, refreshing teaching and assessment practices, and ensuring that our programmes maintain high levels of relevance and quality. Curriculum innovation will remain a core part of our internal quality assurance processes and strategic planning.

As mentioned earlier, we agree that establishing a clear, systematic process for setting targets across recruitment, retention, and student success will strengthen our performance monitoring and support continuous improvement. Introducing measurable indicators—including classification-level outcomes—will enable more effective benchmarking and help identify areas for targeted intervention. We will therefore develop a structured target-setting framework, supported by appropriate data reporting mechanisms, to ensure these measures inform strategic planning and enhance overall programme quality.

The College recognises the value of ensuring that all staff are well equipped to support students with diverse needs, including disabilities and neurodiversity. We are committed to strengthening staff understanding in these areas

through targeted professional development. To this end, we will continue to enhance our training provision by offering dedicated workshops and seminars on different types of disabilities, neurodiversity, inclusive practices, and effective support strategies. In parallel, the College has begun incorporating the principles of Universal Design for Learning (UDL) into the design and delivery of our programmes to promote accessible, flexible, and inclusive learning experiences for all students. We appreciate the EEC's guidance and will integrate this priority into our ongoing staff development and programme design processes.

Regarding further supporting students with disabilities:

Additional ramps will be installed in locations where they are needed.

Regarding the installation of additional automatic doors: We will review the possibility of adding automatic doors in selected areas.

Regarding the installation of elevators:

- Most of our buildings are small, older units, and the College has been operating in them without issues for the past 40 years following appropriate renovations and ongoing upgrades.
- 3 out of the 8 buildings have only one (1) upper floor; in fact, in one of these buildings there is only a single classroom located on the first floor.
- Classrooms, laboratories, and key College services are available on ground-floor level, including the cafeteria, library, culinary labs, computer labs, Student Welfare Services, auditorium, aesthetics labs, etc.
- In cases where access to first-floor classrooms is required for students with disabilities, arrangements are made for the corresponding classes to be relocated to accessible ground-floor spaces.

In addition, we would like to note that we are currently in the design phase for the possible expansion of one floor at the Library building (Building E), which will also include the installation of an elevator (preliminary architectural drawing attached in Annex 4).

Regarding the installation of dual handrails on staircases: We will review which staircases currently lack them and proceed with installation where required.

As mentioned earlier, KES College already has a dedicated Alumni Association. Please see our website for more information at <https://www.kescolege.ac.cy/alumni/>

Please see section 5 for the College's response to the balance of FT and PT staff ratio.

Please see section 7 for the College's response to the income generation recommendation.



C. Higher Education Institution Academic Representatives

Name	Position
Petros Stylianou	Director General
Chryso Chacholiades	Deputy Director General
Dr Vassias Vasiliades	Director of Academic Affairs
Fullname	Position
Fullname	Position
Fullname	Position

Date: 10/12/2025

ΕΝΟΤΗΤΑ "Γ": ΑΝΤΙΚΕΙΜΕΝΟ ΕΠΙΘΕΩΡΗΣΗΣ

ΕΝΤΥΠΟ ΔΙΠΛΕ 106

Γ4. ΕΠΙΘΕΩΡΗΣΗ ΜΗΧΑΝΟΛΟΓΙΚΗΣ ΕΓΚΑΤΑΣΤΑΣΗΣ:

42. ΕΛΕΓΧΟΣ ΜΗΧΑΝΟΛΟΓΙΚΩΝ ΕΓΚΑΤΑΣΤΑΣΕΩΝ

ΝΑΙ ΟΧΙ (ΑΝ ΝΑΙ ΑΞΙΟΛΟΓΕΙΣΤΕ **)

- i. Βλάβες σε συστήματα αποχετεύσεων:
- ii. Βλάβες σε συστήματα παροχής νερών χρήσης:
- iii. Βλάβες σε εγκαταστάσεις δεξαμενών νερών:
- iv. Υπάρχει Πιστοποιητικό καταλληλότητας των συστημάτων πυρόσβεσης από την Πυροσβεστική Υπηρεσία:
- v. Βλάβες σε συστήματα εγκαταστάσεων πυρόσβεσης:
- vi. Υπάρχει Πιστοποιητικό Επιθεώρησης συστημάτων κλιματισμού σύμφωνα με την ισχύουσα νομοθεσία:
- vii. Βλάβες σε συστήματα εγκαταστάσεων κλιματισμού:
- viii. Βλάβες σε συστήματα εξαερισμού / αερισμού:
- ix. Υπάρχει Πιστοποιητικό Επιθεώρησης συστημάτων θέρμανσης με λέβητες σύμφωνα με την ισχύουσα νομοθεσία:
- x. Βλάβες σε συστήματα εγκαταστάσεων θέρμανσης:
- xi. Υπάρχει Πιστοποιητικό από το Γραφείο Επιθεώρησης Εργασίας ότι η αποθήκευση του Πετρελαίου/υγραερίου είναι ασφαλής:
- xii. Βλάβες σε συστήματα εγκαταστάσεων πετρελαίου
- xiii. Βλάβες σε συστήματα απαγωγής καυσαερίων
- xiv. Βλάβες σε συστήματα εγκαταστάσεων υγραερίου:
- xv. Υπάρχει Πιστοποιητικό καταλληλότητας της κολυμβητικής δεξαμενής από την Ηλεκτρομηχανολογική Υπηρεσία
- xvi. Βλάβες σε συστήματα κολυμβητικών δεξαμενών:
- xvii. Υπάρχει Πιστοποιητικό Ελέγχου του ανελκυστήρα από ανεξάρτητο Ελεγκτή σύμφωνα με την ισχύουσα νομοθεσία
- xviii. Βλάβες σε εγκαταστάσεις ανελκυστήρων:
- xix. Βλάβες σε συστήματα εγκαταστάσεων άλλων

	I	II	III
i.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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xix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Μηχανολογικών Εγκαταστάσεων όπως Μονάδων Κλιματισμού, Αεραγωγών, Λεβητοστασίων / Αντλιοστασίων, Διασωληνώσεων, Καλωδιώσεων, Πινάκων Ελέγχου Τροφοδοσίας, Συστημάτων παροχής επικίνδυνων/ εύφλεκτων/ εκρήξιμων αερίων (π.χ. ασετιλίνη, οξυγόνου) κλπ.

1) Να τοποθετηθούν "local isolators" σε όλες τις εξωτερικές μονάδες κλιματισμού

2) *Να διορθωθούν οι μονώσεις σωληνώσεων ζεστού και κρύου νερού, να τοποθετηθεί γάζα και στεγανωτικό

ΓΕΝΙΚΑ:

xx. Υπάρχουν κατασκευές με εμφανή προβλήματα, που πιθανόν να θέτουν σε κίνδυνο τους χρήστες της οικοδομής και αφορούν

Μηχανολογικές Εγκαταστάσεις
ΟΧΙ

Παρατηρήσεις:

Γενικώς είναι καλή κατάσταση των εγκαταστάσεων.

Χρειάζεται να γίνει συντήρηση υδραυλικών συστημάτων (ζεστού και κρύου νερου), αλλαγή ρουπινέτων, μονώσεις σωληνώσεων (βλέπετε σημείωση 2*) και καθαρισμός/συντήρηση κυλινδρού ζεστού νερού οικιακής χρήσης, καθαρισμός ηλιακών πλαισίων και ελεγχος σωληνας διαστολής, (σύστημα βαρύτητας)

GEMAC ELECTRICAL AND MECHANICAL
CONSULTANCY SERVICES

** I: Ανεπαίσθητες, II: Μη ανησυχητικές, III: Ανησυχητικές

Σημείωση: Στις περιπτώσεις βλαβών που κρίνονται ανησυχητικές (III), δεν εκδίδεται πιστοποιητικό επιτυχούς οπτικού ελέγχου.

09/12/2025

ANNEX 2

Κοινοπραξία Κυπριακών Βιβλιοθηκών Λτδ (KKuB)
ΕΔΡΑ: Αρχιεπισκόπου Κυπριανού 30
Τεχνολογικό Πανεπιστήμιο Κύπρου
3036, Λεμεσός, Κύπρος
ΤΗΛ: +357 25002574 FAX: +357 25002761
Φ.Π.Α. 10384837U

2/12/2025

ΒΕΒΑΙΩΣΗ

Αξιότιμε Κύριε Βασιλειάδη,

Σε συνέχεια της αποδοχής της συμμετοχής σας στην Κοινοπραξία Κυπριακών Βιβλιοθηκών (KKYB) ημερομηνία 10/11/2025 και κατόπιν της πληρωμής των τελών μέλους 2026, σας επιβεβαιώνουμε ότι το KES College είναι πλέον συνεργαζόμενο μέλος της KKYB.

Με εκτίμηση,

Μάριος Ζέρβας
Αντιπρόεδρος KKYB





ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ
ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

ΔΙΕΥΘΥΝΣΗ
ΑΝΩΤΕΡΗΣ ΚΑΙ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

Αρ. Φακ.: 7.14.10.15.6.10/3

Αρ. Τηλ.: 22800953

Αρ. Φαξ: 22427560

E-mail: daae@moecc.gov.cy

17 Απριλίου 2013

ΕΠΕΙΓΟΝ

Προϊστάμενο Υπηρεσίας Χορηγιών και

Επιδομάτων Υπ. Οικονομικών

Γωνία Μιχαήλ Καραολή & Γρηγόρη Αυξεντίου
1439 Λευκωσία

Με Φαξ: 22668049

Θέμα: Αλλαγή επωνυμίας του αξιολογημένου κλάδου σπουδών «Τεχνικοί Φαρμακείου (2 Έτη, Δίπλωμα» σε «Βοηθοί (Τεχνικοί) Φαρμακείου (2 έτη, Δίπλωμα) της Σχολής «KES College» (Λευκωσία)

Έχω οδηγίες να αναφερθώ στο πιο πάνω θέμα και στην επιστολή μας με ημερομηνία 31/01/2011 και να σας ενημερώσω ότι η επωνυμία του κλάδου «Τεχνικοί Φαρμακείου (2 Έτη, Δίπλωμα)» έχει διαφοροποιηθεί σε «Βοηθοί (Τεχνικοί) Φαρμακείου (2 έτη, Δίπλωμα) της Σχολής «KES College» (Λευκωσία), με απόφαση του Συμβουλίου Εκπαιδευτικής Αξιολόγησης Πιστοποίησης (ΣΕΚΑΠ), με ημερομηνία 14/6/2012.

Παρακαλώ για τις δικές σας ενέργειες.

(Δρ. Δέσποινα Μαρτίδου-Φορσιέρ)
για Γενική Διευθύντρια

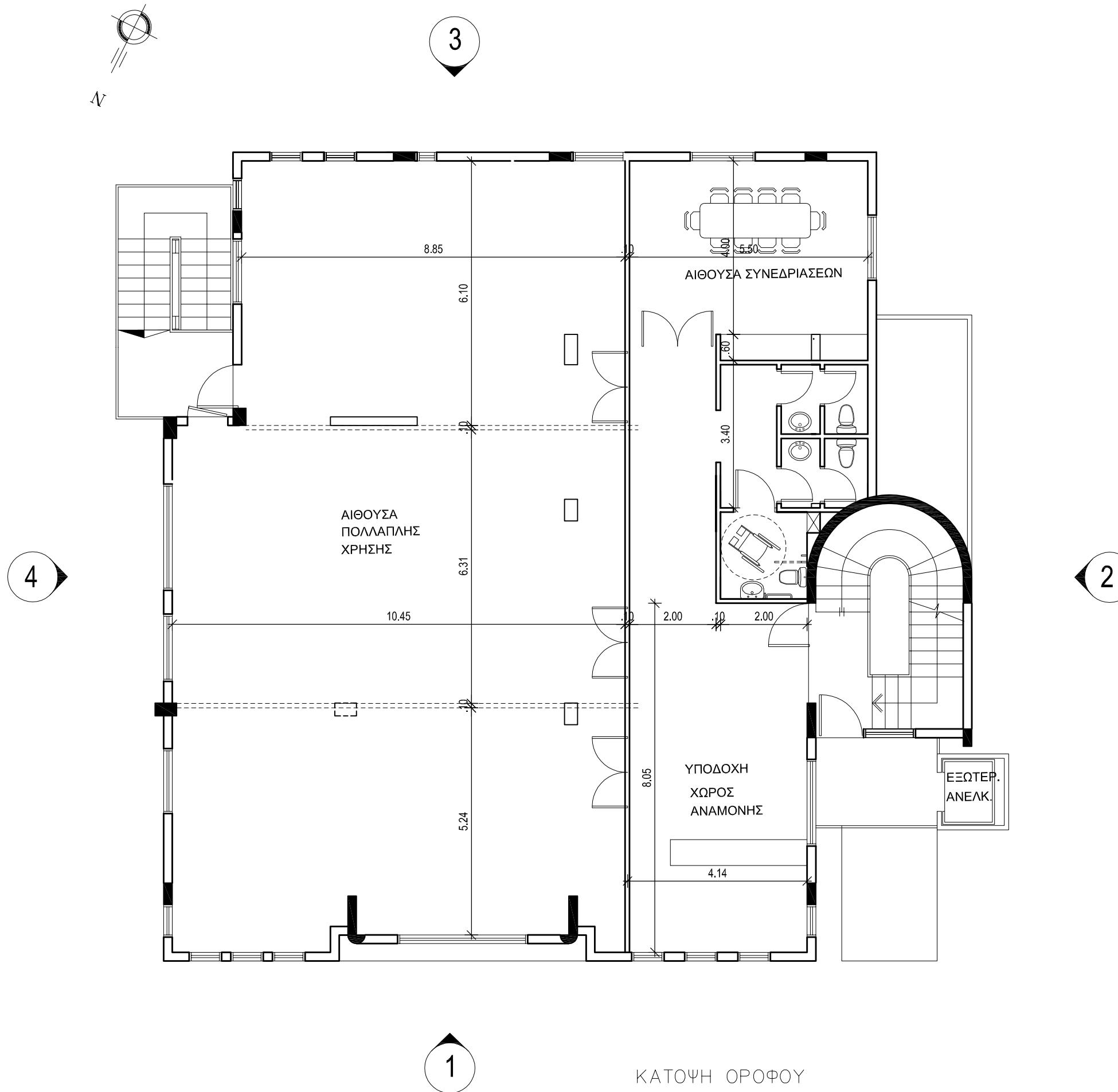
Κοιν. : ΣΕΚΑΠ

ΕΜ/ΑΠ/ΔΑΑΕ/Διαφοροποίηση επωνυμίας κλάδου



Υπουργείο Παιδείας και Πολιτισμού 1434 Λευκωσία

Τηλ: 22 800600 Φαξ: 22427560 Ιστοσελίδα: <http://www.moecc.gov.cy>



ΠΑΡΑΤΗΡΗΣΕΙΣ

Έργο

Προσθηκομετατροπές στο ΚΟΛΛΕΓΙΟ Κ.Ε.Σ στη ΛΕΥΚΩΣΙΑ

Όνομα πελάτη:

ΕΚΠΑΙΔΕΥΤΗΡΙΑ ΚΕΣ ΛΤΔ

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Πολιτικός Μηχανικός
ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝ. ΘΕΣΣΑΛΟΝΙΚΗΣ
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Τ.Κ. 28279, 2092 Στράβολος
Τηλ 22491877 FAX 22428584
Email: achacholiades@otenetel.com

Τίτλος Σχεδίου

Κτήριο Ε (πρώην Γ1)
Κάτοψη δευτέρου ορόφου/πρόταση

Ημερομηνία	Κλίμακα
Νοέμβριος 2025	1:100

Αριθμός Φακέλλου	Αριθμός Σχεδίου
	A 15.1