

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 15th November, 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. Introduction

This part includes basic information regarding the onsite visit.

The EEC were provided with full documentation prior to the visit. The EEC held a preliminary remote meeting on 30th October, 2025 to discuss the evaluation process and plan the visit.

The site visit took place on the 14th of November, 2025. A committee of university professors, an expert in matters of building and technological infrastructure, an expert in student welfare services as well as an MA student representative from Cyprus University of Technology undertook the visit. During the visit the EEC held meetings with: the College leadership, programme leaders, academic staff, stakeholders, students, administrative and Quality Assurance staff. The EEC also had the opportunity of conducting a comprehensive tour of the buildings and physical resources. All meetings were productive and constructive, and the EEC wishes to thank all those who participated in them.

The EEC wishes to thank KES College for the comprehensive information that was provided prior to the visit and the clear and well-focused presentations that were provided to the EEC during the visit.

B. External Evaluation Committee (EEC)

Name	Position	University
Neil Rippington	Chair	Professor, Royal Academy of Culinary Arts, UK
Louis Brennan	Member	Professor, Trinity College Dublin – The University of Dublin, Republic of Ireland
Vasiliki Kefala	Member	Professor, University of West Attica, Greece
Frangos Prokopas	Member (Expert in matters of building and Technological infrastructure)	Civil Engineer, Cyprus Scientific and Technical Chamber (ETEK)
Katerina Evangelou	Member (Expert in Student Welfare Issues)	Academic Affairs and Student Welfare Services, University of Cyprus
Emilia Shelegeda	Member (Student)	Cyprus University of Technology

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities		
1.1 Plans and licenses		Yes / No
1.1.1	<p>The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.</p> <p>1.1.1.1 A topographical plan, which displays in a clear manner the extent of the development.</p> <p>1.1.1.2 A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.</p>	Yes
1.1.2	An operating license issued by the Local Authorities	Yes
1.1.3	<p>The following operating license certificates, duly completed:</p> <p>1.1.3.1 Visual Inspection Form E.O.E. 102</p> <p>1.1.3.2 Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.Ε.Κ 103</p> <p>1.1.3.3 Inspection Certificate Form 104</p> <p>1.1.3.4 Fire Safety Certificate, issued by the Fire Department</p> <p>1.1.3.5 Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department</p>	Yes

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

1.1.1.2 For sports, KES College has entered into a relevant agreement with OXYGEN GYM on Skopa 7 Street, Zip Code 1075, which is located very close to the institution.

1.1.3.5. 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.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		Satisfactory - Poor - Unsatisfactory
1.2 Other Facilities		
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

1.2.6 & 1.2.7: There are 6 parking spaces on site more than these submitted in the application.

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Poor
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

The current student welfare team appears to be appropriately staffed to meet the needs of the student population at KES College. The Head has thirty years of experience at the College and is a highly professional and well-qualified individual. In Student Welfare Service, there are three more staff members, one of whom holds a degree in Psychology.

Students and graduates expressed high levels of satisfaction with the welfare services provided. They commended the professionalism of the administrative staff, noting their accessibility and supportive approach.

1. Special access for students with disabilities:

The admission process is fully accessible to applicants with disabilities, and their transition into KES College is facilitated through a specifically designed admission procedure.

All procedures are clearly communicated to students from the outset of their studies, ensuring equitable access to academic programs.

Furthermore, when professional support services are required—such as psychological counselling—students are advised to arrange a confidential appointment with a qualified specialist. A counsellor is available on campus throughout the academic year for consultations by appointment.

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.

3. Policy and statutes for academic student support:

Students requiring academic support may seek assistance from their instructor, the Head of Department, or the Student Welfare Office.

During interviews, students reported that, due to the small size of the departments, they enjoy a close and approachable relationship with their lecturers and feel entirely comfortable discussing any concerns or challenges they may encounter.

4. Policy and statutes for financial student support:

The College offers scholarships based on socio-economic criteria as well as academic performance (High School GPA). These scholarships range from 15% to 100% of tuition fees.

In addition, the government provides a grant of up to €3,420 for Cypriot and Greek students. Furthermore, the administrative staff indicated that, in cases where students experience difficulties in meeting tuition payments, the College offers flexible payment arrangements to accommodate their needs.

5. Counselling services:

As previously noted, there are two administrative staff members in the Student Welfare Service who are available to advise students on matters related to support and counselling.

If they determine that the issue is of a serious nature and requires specialist intervention, the student is referred to an appropriate professional.

6. Career office:

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.

Graduates reported that they secure employment immediately after completing their studies.

7. Service linking the institution with business

The KES College has numerous services and partnerships linking with employment market.

8. Mobility office:

All students and full-time staff are eligible to participate in all Erasmus program schemes. For students enrolled in two-year programs, participation is limited to a maximum of ten days, a policy that is generally preferred as most students are employed and do not wish to interrupt their work commitments.

In addition, the Student Welfare Service actively encourages students to participate in Erasmus programs and organizes presentations as well as an Erasmus Info Day.

9. Student clubs/organisations/associations:

The College organizes a variety of recreational and sports activities, including tournaments, dances, excursions, and voluntary social initiatives. In addition, the Student Welfare Service coordinates the operations of student clubs and the Student Union.

10. Other services:

Student Identity Card

The Student Identity Card is issued for all College students and offers several benefits.

Visa for international students

The Student Welfare Service provides guidance to prospective international students regarding the completion of all required documentation and the procedures to be followed with the relevant government authorities.

Housing Office

The College does not provide on-campus housing; however, the Student Welfare Service assists students by offering a list of rental accommodations in the surrounding area. Students, particularly international students, reported that they experienced no difficulties in finding accommodation.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

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.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Strengths

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

Areas of improvement and recommendations

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

- *The report may also address other issues which the EEC finds relevant.*

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria

1. Institution's academic profile and orientation

1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	5
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.1.1. KES College's mission is to provide young scholars and employees with the appropriate professional & academic qualifications, to become successful individuals, by offering high level Educational Programs in line with Life Long Learning. This was

shared with the panel, but this is not easily accessible or traceable on the college's website.

1.1.2 The college is approaching the end of its 4-year strategic plan (from 2022 to 2026). The college has faced numerous challenges throughout its existence, and continues to face several ongoing challenges including growing competition, the development of cost-free programmes offered by other institutions. KES College has had to adjust and develop its curriculum to remain competitive in the marketplace. Recruitment numbers have been maintained and are now in a stage of growth following an increase in international student enrolments.

1.1.3 As mentioned above, KES College has had to adjust its planning cycles in line with external developments, increasing competition/the Covid pandemic. The college has met its short-term objectives and is progressing well with medium term objectives and the development of high-quality teaching and learning resources. The college has long-term objectives to increase its size and presence. The institution has invested in a significant piece of land and therefore is well-positioned to develop and grow further as opportunities arise.

1.1.4 KES College is divided into 5 schools, providing a range of programmes that meet the needs of the local employment market, providing graduates with excellent employment and progression opportunities. This growth has been continuous and well planned throughout the institution's existence.

1.1.5 There is clear evidence that the college utilises the academic community in the shaping and monitoring of the curriculum. Feedback and input are collected via feedback from students, the research from staff following their interactions with and via stakeholders (employers, associations, supply chains).

1.1.6 As above

1.1.7 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.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5

1.2.4	The Institution has an effective communication mechanism with its graduates.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
1.2.1.	KES assesses the needs and demands of the market and society in the development of its programmes and activities. This has developed methodically and consistently since the institution's inception in 1971. Courses and programmes are designed with employability in mind and in line with the needs of society.	
1.2.2.	The institution uses several means in which to share its activities with the public. This ranges from a well-constructed website to paper-based marketing brochures and flyers and a positive presence on social media platforms.	
1.2.3.	Programmes are designed with employability in mind. Graduates from programmes have excellent opportunities to gain meaningful employment and thrive in their careers.	
1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	4
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.1. The college works extremely hard to attract high quality teaching staff in a challenging market. To date, it has been successful in achieving this objective and is currently in a positive position in-line with future plans. The recent development of a research team is progressing well with extremely positive outcomes.

1.3.2. The college has financial resources in place to match its strategic objectives for the next two years.

1.3.3. Planning for academic staff recruitment is performed in a timely manner and the college appears to be in an excellent position to meet this objective.

1.3.4. The college enrolls students at appropriate levels to succeed on the programmes it offers.

1.3.5. The international students the panel met on the day of the evaluation were performing well on their respective programmes, suggesting that they are aligned well with the level and challenge of the courses.

1.3.6. Funding is mostly through local government allocations and students utilise the funds to apply for courses.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Expected number of Cypriot and international students - Cypriot and EU students: 232 / International Students: 459 (330 already attending + 129 expected)

Countries of origin of international students and number from each country - India: 456 (327 already attending + 129 expected) / Pakistan: 3 already attending

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

KES College's mission is to provide young scholars and employees with the appropriate professional & academic qualifications, to become successful individuals, by offering high level

Educational Programs in line with Life Long Learning. This was shared with the panel, but it is not easily accessible or traceable on the college's website.

The college is approaching the end of its 4-year strategic plan (from 2022 to 2026). The college has faced numerous challenges throughout its existence and continues to face several ongoing challenges including growing competition, including the development of cost-free programmes offered by other institutions. KES College has had to adjust and development its curriculum offer to remain competitive in the marketplace. Recruitment numbers have been maintained and are now in a stage of growth following an increase in international student enrolments.

As mentioned above, KES College has had to adjust its planning cycles in line with external developments, increasing competition/the Covid pandemic. The college has met its short-term objectives and is progressing well with medium term objectives, the development and dispersion of high-quality teaching and learning resources, The college has long-term objectives to increase its size and presence. The college has invested in a significant piece of land and is therefore well-positioned to develop and grow as opportunities arise.

KES College is divided into 5 schools, providing a range of programmes that meets the needs of the local employment market, providing graduates with excellent employment and progression opportunities. This growth has been continuous and well-planned throughout the institution's existence.

There is clear evidence that the college utilises the academic community in the shaping and monitoring of the curriculum. Feedback and input are collected via feedback from students, the research from staff following their interactions with and via stakeholders (employers, associations, supply chains).

Strengths

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

KES College has developed consistently since its inception in 1971. During this period, there have been significant challenges to overcome and the college has worked strategically to meets these challenges and position itself in a strong position going forward.

Staffing levels and quality are excellent and the investment in teaching and learning resources has led to the development of high-quality programmes.

Interaction and relations with wider industry stakeholders is excellent and stakeholders appear to be very supportive in driving the success of the college in meeting its needs in the future.

The institution is very well managed and there is clear investment and pride across all stakeholders including students, staff, employers and wider stakeholders, as well as the senior management team.

Areas of improvement and recommendations

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

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.

This mission statement was shared with the panel, but this it is not easily accessible or traceable on the college's website.

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

Sub-Area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant



2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	3
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
2.1.4.1	The teaching and learning	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	4



2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.1.1. 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.

2.1.4 There is clear evidence that quality assurance is integrated throughout the development of teaching and learning. This is continuous and managed through the Education and Quality Assurance Officer. The same applies to research through the Director of KES Research Centre.

2.1.5 The quality assurance system is apparent in all aspects of work as witnessed by the EEC.

2.1.6 The institution has published regulations covering all phases of the student 'life cycle' from admission to certification.

2. Quality assurance

2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended	5

	learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	4
2.2.10.2	Library	4
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.10.4	Technological infrastructure	5
2.2.10.5	Support structures for students with special needs and learning difficulties	3
2.2.10.6	Academic Support	5
2.2.10.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.2.1 Teaching staff review their programmes of study and make changes to improve future delivery.

2.2.2 Students receive regular, specific and detailed feedback following the submission of their assessments.

2.2.3 Reviews are undertaken following assessments to inform the future planning.

2.2.4 A policy for plagiarism is in place and staff are aware of the processes and procedures to follow if the situation arises.

2.2.8 Teaching and learning are planned carefully to ensure a balanced coverage of theory and practice. Assessment methodology is varied to ensure that students develop a wide range of skills and knowledge.

2.2.9 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.

2.2.10 The college has made significant investment in buildings and teaching and learning resources. There is evidence of developments for students with special needs and learning difficulties, (e.g. accessible toilets), but this would benefit from further attention. See section 'E' Conclusion and Final Remarks.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

- There is clear evidence that quality assurance is integrated throughout the development of teaching and learning. This is continuous and managed through the Education and Quality Assurance Officer. The same applies to research through the Director of KES Research Centre.
- The quality assurance system is apparent in all aspects of work as witnessed by the evaluation committee.
- The institution has published regulations covering all phases of the student 'life cycle' from admission to certification.
- Teaching staff review their programmes of study and make changes to improve future delivery.
- Students receive regular, specific and detailed feedback following the submission of their assessments.
- Reviews are undertaken following assessments to inform the future planning.
- A policy for plagiarism is in place and staff are aware of the processes and procedures to follow if the situation arises.
- Teaching and learning are planned carefully to ensure a balanced coverage of theory and practice. Assessment methodology is varied to ensure that students develop a wide range of skills and knowledge.

- 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.
- The college has made significant investment in buildings and teaching and learning resources. There is evidence of developments for students with special needs and learning difficulties, (e.g. accessible toilets), but this would benefit from further attention.

Strengths

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

- Staff are highly qualified, suggesting high quality recruitment practices. Teaching staff are also extremely well supported through the work of the Education and Quality Assurance Officer. Staff were highly appreciative of this support and development structure.
- Investment in resources has produced an effective and well-organised teaching and learning environment for students and staff.
- Feedback and review processes are thorough, leading to a culture of continuous improvement and professional development.
- The quality of research activities is high, relevant and supportive in the development of students and staff.
- Communication is effective in the delivery of quality education and training.

Areas of improvement and recommendations

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

- 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.
- 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.

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

Sub-Area	Non-compliant/ Partially Compliant/Compliant
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2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	4
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	4
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	4
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	4

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

There is no Council or Senate in this context, and so the EEC's evaluation in instances where these bodies are cited is with respect to the applicable academic and administrative committees.

Overall, the EEC witnessed a highly competent and effective administrative team across all areas, including IT, academic affairs, student affairs and staff management and development.

The EEC appreciates the thoroughness of the administrative structure to function as a college.

Based on the evidence provided we are confident that there is academic autonomy in relation to the organisational, financial and legal boundaries.

Strengths

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

A core strength of the College is the coherence and quality of its team of administrative staff.

- ✓ Extensive, well-documented organisational structure.
- ✓ Good understanding and implementation of procedures
- ✓ Compliance with the legislative and regulatory framework.
- ✓ Administrative systems appear to be in place to record data and monitor activities.

Areas of improvement and recommendations

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

- 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.

- Organisational changes must be monitored, evaluated and improved as necessary to ensure their appropriate modernisation.
- Communication with alumni should be conducted in a more formal manner and therefore it is recommended the college creates an alumni association.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Based on the overview of the meetings and documents, the EEC considers that the planning and organisation of teaching programmes is executed in a clear way. Courses are assessed and evaluated in compliance with the appropriate levels of those programmes.

The college maintains an effective and dynamic system for the design, approval, and periodic review of its programmes of study. Programme development is closely aligned with ongoing analysis of market needs, ensuring responsiveness to a rapidly changing professional environment. Stakeholders, with long-standing industry experience, play an active role in reviewing programme content within their specialty areas. Through their engagement, they identify elements that require enhancement and recommend updates to ensure continued relevance and competitiveness.

Students also contribute meaningfully to the continuous improvement of programmes. Several students reported that when specific topics or teaching approaches proved challenging, faculty members demonstrated flexibility by adapting instructional methods or adjusting content to support better understanding and achieve intended learning outcomes.

Some courses have been taught for many years so it was possible to evaluate their development organise over an extended period. Learning and teaching are organised in an adequate way and detailed procedures are evident relating to the grading, appeals procedure, and assessment implementation.

Organisation of teaching is appropriate.

The teaching staff of the institution provide timely and effective feedback to their students.

During the meeting with the stakeholders, it was found that there is a need to increase the hours of internship in some of the professional programmes (e.g. Pharmacy Technician – it was suggested to remove 'Assistant' from this title)

The students of KES College expressed a high level of satisfaction with the overall quality of teaching and academic support. A notable number of students reported that they had previously studied at larger colleges or universities but decided to transfer to KES College in search of a more personalised and supportive environment. Their decision to switch institutions was often confirmed as positive, with many emphasising that they experienced a "fresh start" academically and personally upon joining KES.

Word-of-mouth recommendations appear to play a significant role in the College's ability to attract new students. Several students noted that they learned about KES through friends or alumni who had spoken favourably about the quality of the programmes and the supportive academic culture. This suggests that student satisfaction directly contributes to the institution's reputation and future recruitment, reinforcing the value of strong teaching practices and student-centred services.

A recurring theme in student feedback was the perception of KES College as a 'family'. Students described an environment where academic and administrative staff actively support them both inside and outside the classroom, demonstrating a human-centred approach to education. Students consistently mentioned the approachability of their lecturers and the willingness of staff to assist with academic, personal, or administrative matters.

Many students expressed confidence in their studies, reporting that the theoretical foundations they acquired were instrumental in securing employment within six months of graduation. They felt that the curriculum provided a strong starting point for their professional careers and that the standard of theoretical knowledge exceeded sector expectations. Several students spoke positively about the attention to detail demonstrated by faculty members and the clear sense of academic rigor present in their courses.

The college's flexible scheduling was also highlighted as a major strength. With classes held three times per week, many students (particularly those employed during their studies) reported being able to maintain a healthy work/study balance. This flexibility was viewed as both practical and considerate, enabling students to progress academically without compromising professional responsibilities.

Beyond its academic offerings, KES College provides opportunities for social engagement by organising student-focused events such as welcome gatherings, Christmas celebrations, and traditional cultural activities such as "Smoky Thursday". Students indicated that these events contribute positively to community-building and enhance their overall experience.

Students were also aware of the Erasmus+ mobility opportunities promoted by the College. They felt adequately informed about the procedures and requirements for participating in international exchanges and considered these opportunities valuable for personal and professional development.

Strengths

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

The programmes are well-tailored to prepare graduates for industry and continuous professional development. This is evidenced in the high levels of employability associated with the college's programmes.

At the programme level, the engagement with specific stakeholders is extremely positive and effectively managed to the benefit of the programmes.

Several programmes are unique to the college and these represent a key element of the institution's distinctiveness and strength.

Additional strengths include:

- ✓ The programmes of study are compliant with existing legislation and meet the professional qualifications requirements.
- ✓ Teaching processes are mainly organised in relatively small groups and with intensive teaching practices.
- ✓ The contact between staff and students is very well organised.
- ✓ A good pastoral support system is in place.
- ✓ Organisation structure is efficient.
- ✓ Well established teaching practices are adopted

Areas of improvement and recommendations

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

- 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.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working full-time and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The following are the number of teaching staff working full-time and having exclusive work and the number of special scientists on lease services.

- Number of teaching staff working full-time and having exclusive work - 21 F/T
- Number of special teaching staff working full-time and having exclusive work - N/A
- Number of visiting Professors N/A
- Number of special scientists on lease services - 45 P/T

From the documentation reviewed and the site visit, the members of the External Evaluation Committee found that the number of staff teaching full-time and exclusive work, and the subject expertise of the staff, sufficiently support the programmes of study.

The Committee also found that the teaching staff of the institution have the relevant formal and substantive qualifications for teaching the subjects as described in the relevant legislations.

There is a strong mix of staff with advanced academic qualifications to doctoral level and also those with extensive professional qualifications and experience. The special scientists have the required qualifications, sufficient professional experience and expertise to teach on the programmes. The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.

The EEC suggests that the ratio of full-time staff is increased when compared to the larger number currently teaching on part-time contracts.

Click to add text

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Based on the evidence from the college's application and the site visit during which the External Evaluation Committee met with the teaching staff, the Committee were very impressed with the quality and the commitment of the teaching staff. Likewise, the feedback from the students the Committee met during the site visit was very positive. Over the past two years the college has recruited 18 teaching staff with PhDs. Overall, it is clear that the teaching staff are highly qualified and motivated, and represent a major asset to the college.

Strengths

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

The teaching staff are highly engaged and work very well together in a highly collaborative mode. There is an excellent esprit du corps/team spirit among the teaching staff. They are very student centred and dedicated to the students of the college.

Areas of improvement and recommendations

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

- 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.
- 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.
- 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.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	5
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	5
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	5
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	5
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	5

6.11	The programmes of study implement the Institution's recorded research policy.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The institution's research policy is formulated in line with its mission around the College Research Centre which has been in existence for several years now. The relationship between the college and the Research Centre is governed by a MoU that specifies the procedures and protocols to be followed. The college supports research activity and incentivises its teaching staff to engage in research through the funding of research projects.

The engagement in collaborative research both within the college and outside the college is successfully promoted. The results of research work are regularly presented at national venues and international conferences and in printed outlets including international journals. There is a strong overlap between the research activities of the college and the engagement of students in suitable projects, thus demonstrating a good link between teaching and research. The college's research activity is governed by, and compliant with, the Cyprus National Ethics Code.

[Click to add text](#)

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The College has a vibrant research environment with strong leadership and an emergent research culture. There has been impressive success on the part of the college in gaining both local, national and international funding for its research work. This has included funding from the EU Horizon Programme. Likewise, the staff have been active in the dissemination of their research findings through both national and international venues. Of particular note is the manner in which the focus of the college's research activity is aligned with its programmes of study and the inclusion of students in research projects.

Strengths

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

The members of the committee were impressed with the college's research strategy in terms of developing strengths in key niche areas that took advantage of the college's positioning in respect of its teaching programmes. There was evidence of sound research leadership on the part of the staff and a proven ability to secure funding for research projects.

Areas of improvement and recommendations

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

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.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The college is well-managed financially and follows a prudent approach. Budgets are maintained and investment is strategically allocated. All levels of staff contribute to this process when considering future resource requirements.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The college operates within a highly competitive sector and therefore its finances must be managed carefully to protect its status and ensure a viable and sustainable existence. The senior management team have achieved this, overcoming several significant challenges in its journey.

The absence of pricing autonomy represents a considerable liability for the college.

Strengths

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

Well-managed finances to date. The college has navigated external pressures and changes to retain a financially healthy foundation from which to operate.

Areas of improvement and recommendations

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

- 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.
- 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.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
7. Resources	Compliant

E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The EEC expresses its gratitude to the staff and students of KES College for their efforts in structuring a highly organised visit. In the committee findings, it is evident that the students of KES College are highly satisfied with the overall quality of teaching and academic support. Some students reported that they had previously studied at larger colleges or universities but decided to transfer to KES College in search of a more personalised and supportive environment.

The college is very well managed and highly organised. The organisational culture is positive, ranging from the students to teaching staff, administrative staff, senior managers and stakeholders.

The college operates in a highly competitive environment and must continue to develop the curriculum strategically to ensure a healthy and sustainable future.

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.



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F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Neil Rippington	
Louis Brennan	
Vasiliki Kefala	
Frangos Prokopas	
Katerina Evangelou	
Emilia Shelegeda	

Date: 15/11/2025

