



Doc. 300.1.2

Date: 06/06/2024

Higher Education Institution's Response

- **Higher Education Institution:**

KES College

- **Town:** Nicosia

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

In Greek:

Προσωπικός και Ομαδικός Προπονητής Fitness (2
Ακαδημαϊκά Έτη, 120 ECTS, Δίπλωμα)

In English:

Personal Trainer and Group Fitness Coach (2 Academic Years,
120 ECTS, Diploma)

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

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

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The program's structure and the college's support system are aligned with the goals of providing a comprehensive, very application-oriented educational experience.	KES College team would like to thank the External Evaluation Committee for observing and acknowledging the quality work done by the College.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It may be considered to improve students' awareness of the value of practical skill sets in personal training and group fitness while at the same time establishing very distinct boundaries towards injury handling and rehabilitation, which should be handled by relevant accredited professions</p>	<p>We thank the committee for a thoughtful recommendation regarding potential changes to the boundaries of our programme of study. After careful consideration of the feedback provided to us and having reviewed the existing structure and course content of the present programme of study, we have made the necessary adjustments to ensure clarity and coherence in our programme as well as clear boundaries between its focus and that of the other professions or specialities as pointed out by the EEC. These changes aim to enhance the alignment between the programme's objectives and the needs of our students, ultimately improving the overall learning experience whilst communicating real boundaries between our programme of study and other specialities.</p> <p>In particular:</p> <ol style="list-style-type: none"> 1. The team proceeded with re-wording parts of the programme's purpose and objectives, in an effort to set clear boundaries between the programme's learning objectives and those of other disciplines. Please see Appendix A1 for the original programme purpose and objectives and Appendix A2 for the revised programme purpose and objectives. In summary, the changes concern the wording of the programme's purpose and objectives in a way that 	<p>Choose level of compliance:</p>

	<p>signal the applied knowledge that is transmitted as well as the nature of the profession of personal and group fitness coach, which is <i>“to develop skills focused on improving physical condition and performance”, “trained in the correct demonstration of exercises, the recognition and correction of technical errors aimed at effectiveness and injury risk reduction”, and “trained to guide and design reintegration exercise programmes”</i>. This revised wording provides a clear differentiation between the programme of study and other disciplines or specialities. Previous wording that included phrases like “to develop skills as they relate to the improvement of physical performance, to be able to recommend prevention and motor reintegration protocols during the exercise of people with low-risk chronic conditions or with certain musculoskeletal injuries” have been removed. This revision aimed to clearly delineate the programme’s focus and objectives, thereby distinguishing it from other disciplines or specialities. The primary goal of this change was to reinforce that our programme is dedicated to preparing the students for careers as personal and group fitness coaches, specifically targeting the general public and individuals interested in reintegrating sports and physical activity into their lives.</p> <p>2. The team proceeded with revising some of the learning outcomes of the programme of study. Appendix B1</p>	
--	--	--

	<p>includes the original programme learning outcomes and Appendix B2 includes the revised programme learning outcomes. Again, the purpose here has been to communicate to the students the learning objectives that portrait their future carrier as personal and group fitness coaches and, at the same time, to clearly set a boundary between said profession and other professions that relate to injury handling and rehabilitation. In both cases (as seen here and above), the KES College team concentrated its efforts on communicating to both the teachers and the students that the goal and purpose of this programme of study is to equip the students with the foundational knowledge that would enable them to cater to the needs of individuals interested in investing in their exercise or to re-introduce exercise in their lives. The changes made in the programme learning objectives are summarised below:</p> <ul style="list-style-type: none"> • the team proceeded with adding a new learning objective: “Recognise special populations and explain the common injuries that exercisers might face, aiming to ensure safety, prevention, and well-being of the exercisers” • the team proceeded with removing the following learning objective: “Propose protocols for prevention and motor reintegration into exercise 	
--	---	--

	<p>of trainees with low-risk chronic illnesses or trainees with certain musculoskeletal injuries”</p> <p>3. The team confirms that the courses named herein are the courses identified to be dealing with special populations and injury rehabilitation. Said objectives have now been redefined as explained above.</p> <p>Specifically, the team proceeded with revising the title of the course Musculoskeletal Rehabilitation (MEDI200) to Musculoskeletal Injuries (MEDI200). The purpose and learning objectives of the course have also been redefined so that it becomes clearer that the course aims at educating the students on the main musculoskeletal disorders and the most common musculoskeletal injuries with the purpose of understanding the cause and effects of such injuries. The content of the course has also been re-defined. The goal of the changes performed has been the establishment of clear boundaries between the goals of the course - which is to equip the students with all the cognitive foundation needed in order to handle re-integration cases. Please see Appendix C1 for the original course syllabus and Appendix C2 for the revised course syllabus of said course. Please also see Appendix D1 for the original programme structure and Appendix D2 for the revised programme structure</p>	
--	--	--

	<p>evidencing the change in the name of said course.</p> <p>4. The team proceeded with updating the learning objectives and the content of the course Programme Planning Case Study (TRAN219) so that it becomes clearer that the emphasis is on educating the students on programme planning, including the general population and the population wishing to re-integrate exercise in their lives.</p> <p>5. The team proceeded with revising the title of the course Exercise for Special Population – Adaptation to Alternative Methods of Exercise (TRAN208) to Exercise for Special Population – Guidelines for exercise adjustment (TRAN208) and altering the nature of said course to a lecture-based course (previously identified as a theoretical and practical course). Along with the revisions made in the goals, learning objectives and content of said course, it has now become clearer that the main emphasis of said course is to educate the students on the guidelines that are followed when dealing with special populations and the long-term physical effect of exercise on people with chronic illnesses. This knowledge is essential as it would enable the students to transfer the acquired knowledge, skills and competences to other courses that aim at educating them on exercise re-</p>	
--	---	--

	<p>integration. This is to highlight and clearly state that the goal of said course and the courses mentioned above is not to train the students on rehabilitation but rather to provide foundational knowledge that would enable the students to design training programmes that may be adjusted to the needs and demands of the trainees and the expectations of those wishing to re-integrate exercise in their lives.</p> <p>All the changes are seen in Appendices C2 and D2. These changes affirm our commitment to providing a focused and relevant education that aligns with the evolving demands of the fitness industry. By sharpening the programme's focus and revising the content of the courses mentioned above, we ensure that our graduates are distinctively prepared to excel as personal and group fitness coaches, serving the general public and those eager to re-integrate physical exercise and sports into their lives.</p> <p>The changes made to the programme of study have been performed to emphasise fitness training, strength conditioning, and general wellness, ensuring that the students acquire the necessary skills to support a diverse clientele towards achieving their personal fitness goals. We have explicitly excluded content related to rehabilitation to avoid any overlap with physical therapy or rehabilitation programmes. This ensures that our graduates are well-equipped to work as personal trainers and group fitness coaches, without</p>	
--	---	--



	encroaching on areas requiring specialised medical training.	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Members of the teaching staff could be further supported with regard to the development of their background knowledge (and also their teaching skills) by establishing a formal professional development program. This would even further strengthen the program.</p>	<p>We greatly appreciate the insightful recommendation provided by the EEC regarding the support and development of our teaching staff's background knowledge and teaching skills. We acknowledge the importance of continuous professional development in maintaining high standards of education and enhancing the overall teaching and learning experience.</p> <p>The KES College team affirms that we have a variety of mechanisms in place to cater to the continuous professional development of the teaching staff, as part of our commitment to continuous professional development:</p> <p>Support for Attendance at Conferences and Workshops or other training opportunities: We encourage and provide mobility opportunities, primarily through the Erasmus + programme, for our teaching staff to attend relevant conferences, seminars, and workshops that aim at their continuous professional development and enhancement of their background knowledge. These events are valuable for networking, learning about the latest developments in their fields, and gaining new teaching strategies.</p> <p>KES Professional Training Center – KES College faculty have the opportunity to attend trainings and workshops organised by the KES Professional Training Centre.</p>	<p>Choose level of compliance:</p>

	<p>KES Professional Training Centre often houses single-company seminars which are designed according to the training needs of interested groups the aim of increasing the productivity, efficiency, and knowledge background of individuals through the training and participation to seminars. KES College maintains budget for arranging seminars and other training opportunities through KES Professional Training.</p> <p>Internal Knowledge Sharing Sessions and in-service training on the enhancement of teaching skills: KES College believes in sharing knowledge and expertise as well as fostering a collaborative learning and peer support culture within our institution. Towards that end, the College confirms that it has established the mechanism that promotes peer collaboration and knowledge sharing among the teaching staff by encouraging the teaching staff to participate to peer observation sessions. We believe these measure can effectively support our teaching staff's professional development. We are committed to continuously improving all aspects of our faculty's capabilities in ensuring the highest quality of education for our students.</p> <p>In-service training is also available to the teaching staff twice a year with their participation to seminars and workshops designed and executed by the Education Officer of the College. The seminars and workshops target the enhancement of the faculty's teaching skills. Online tools and other materials are also available through to the faculty members</p>	
--	---	--



	Moodle and can be accessed at any time, providing them with the opportunity to further delve into matters that might concern the enhancement of their teaching skills.	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Even more students could be admitted to the program.	We thank the committee for providing valuable input that can potentially increase our enrollments.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The theoretical framework around the very strong practical education requires continued updating. This can easily be ensured by the staff who possess relevant knowledge	Please see as above (Section 3)	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

6. Additional for doctoral programmes
 (ALL ESG)

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



7. Eligibility (Joint programme) (ALL ESG)

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

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Our major concern focuses on the boundaries of the program and how it could overlap with related disciplines such as physiotherapy.</p> <p>The panel firmly believes that graduate students with this qualification should work exclusively with apparently healthy members of the general population in group or one-to-one settings, providing exercise training, programming and prescription guidance and support for aerobic activities, strength and conditioning, and related activities. However, we are clear that graduate students with this qualification should not be leading on the management of sports-related injuries, nor be managing the rehabilitation process of clinical populations. We firmly believe that these more complex cases are beyond the scope and remit of graduates of a 2-year Diploma in Personal Training and Group Fitness Coaching. Management of these conditions should be via medical professionals and physiotherapists. We believe this distinction should be stated clearly during the course delivery.</p>	<p>We understand the concerns raised by the committee. Please see Section 1 regarding our response to the matter and the changes performed to establish clear boundaries between the programme of study and other disciplines.</p>	<p>Choose level of compliance:</p>
<p>We are also aware of trends and fads in the health and fitness industry and believe that KES College should provide faculty staff with a continuing professional development budget to allow them to keep up-to-date with the latest developments</p>	<p>We thank the EEC for their positive recommendation and full support for the re-accreditation of the Programme. We have taken on board the EEC suggestion, regarding ensuring staff Continuing Professional Development (CPD) and fully agree that investing in our faculty's growth is crucial.</p>	<p>Choose level of compliance:</p>

<p>in the area. However, on balance, the evaluation team is fully supportive of the proposal to re-accredit the Diploma in Personal Training and Group Fitness Coach.</p>	<p>Therefore, KES College is henceforth committed towards investing 10% of the annual revenue from the programme of study towards covering any additional expenses that relate to CPD opportunities for the benefit of the faculty members of said programme of study. KES College remains dedicated to prioritising CPD initiatives that are meant to enhance our overall performance and service quality.</p> <p>Please also see Section 3 on other learning and teaching opportunities available to the faculty members.</p>	
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Choose level of compliance:</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Signature</i>
Dr Vassias Vasiliades	
Dr Christina yennari	
Dr Androulla Miliotou	
Dr Demetrios Sarris	
Peter Nikandrou	
Markella Shiarly	
Panayiotis Hadjisymeou	
Andri Sideri Yiallouraki	
Froso Costa Ioannou	

Date:

