

Doc. 300.1.2

Date: 14/02/2025

Higher Education Institution's Response

- Higher Education Institution: KES College

- Town: Nicosia

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

In Greek:

Αισθητική και Διαχείριση Μονάδων Αισθητικής (4
Ακαδημαϊκά Έτη, 240 ECTS, Πτυχίο)

In English:

Beauty Therapy and Beauty Therapy Units
Management (4 Academic Years, 240 ECTS,
Bachelor of Arts)

- 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 |
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| According to the data provided to EEC, the full-time teaching staff amounts to 59%, thus not reaching the CYQAA requirement. | Please see the College's response in Section 3 Teaching Staff . | Choose level of compliance: |
| Reducing the number of courses by consolidating their content | <p>The recommended changes to the programme structure have been implemented by thoroughly reviewing the course structure and consolidating related content across courses wherever possible.</p> <p>This integration ensures a more streamlined curriculum delivery, reducing content overlap while enhancing coherence and depth of knowledge in key areas, thus aligning the programme with industry standards and student needs.</p> <p>The revised programme structure grouped courses based on shared learning outcomes, thematic overlap, and complementary practical applications.</p> <p>The total number of courses in each semester was therefore reduced from 6 to 5, while preserving the allocation of 30 ECTS per semester. The exception is the final (8th) semester which has remained unchanged. Furthermore, the ECTS and number of weekly periods for each course was reviewed and revised accordingly in order to ensure a well-balanced workload.</p> <p>Please find the original programme structure in Appendix A.1. The revised programme structure, as seen in Appendix A.2 maintains academic rigor and the intended programme learning outcomes. Appendix B includes the revised Tables 3 and 4.</p> <p>Below is a summary of the actions taken to be able to reduce the number of courses by consolidating related / similar content:</p> <ul style="list-style-type: none"> The courses Principles of Physics (PHYS102) and Chemistry | Choose level of compliance: |

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| | <p>Fundamentals (CHEM105) have been merged into a new combined course titled Principles of Physics and Chemistry (SCIE101), which effectively integrates essential scientific content at a foundational level.</p> <ul style="list-style-type: none"> • The content of the course First Aid (MEDI201) has been absorbed into the augmented course Occupational Health and Safety (HESF303), streamlining health-related safety education. • The content of Aesthetic Nutrition and Dietetics (BTHA210) has been absorbed into the expanded course Aesthetic Treatment of Obesity and Cellulite (BTHA209) to integrate dietary considerations directly into treatment approaches. • The courses General Pharmacology (PHRM300) and Toxicology of Pharmaceutical Products (PHRM401) have been combined into the new course Applied Pharmacology and Toxicology of Cosmetic Products (PHRM300) for a more rounded appreciation of the interaction of chemical substances with biological systems, including mechanisms of action and dose-response relationships. • The courses Contemporary Technologies in Beauty Therapy (BTHA312) and Basic Principles of LASER / IPL (BTHA311) have been combined into the course Contemporary Technologies in Beauty Therapy and Basic Principles of LASER / IPL (BTHA311). Both courses share a natural overlap, as both focus on advanced, technology-driven approaches to enhancing skin health and aesthetics. By combining these courses, the students can gain a unified understanding of modern tools and techniques used in beauty therapy, with a particular emphasis on LASER and IPL technologies. | |
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| | <ul style="list-style-type: none"> • The courses Herbal Therapy (BTHA404) and Spa Therapies (BTHA307) have now been combined to the new course Herbal and Spa Therapies (BTHA404). Combining these courses provides the students with a comprehensive understanding of how herbal remedies can be integrated into spa treatments to enhance their therapeutic benefits. • The course Marketing and Customer Value (MRKT200) has been expanded to include elements of Integrated Marketing Communication, previously included in the course Integrated Marketing Communication and Branding (MRKT301). The new course's title is Marketing, Customer Value and Integrated Marketing Communication (MRKT200). • The course Sales and Customer Relationship Management (MGMT400) has been expanded to include elements of Branding, previously included in the course Integrated Marketing Communication and Branding (MRKT301). The new course's title is Branding, Sales and Customer Relationship Management (MRKT301). This holistic approach prepares students for real-world applications in competitive markets where sales, CRM, and branding work synergistically to achieve business success. • Elements of the courses Organisation of Beauty Therapy Units and Professional Ethics (BTHA112) and Management of Beauty Therapy Units and Human Capital (MGMT210) have been integrated into the revised course Management of Beauty Therapy Units and Professional Ethics (MGMT210). This revised course aims to equip students with the skills needed to manage and grow businesses effectively and ethically. The merged course provides a holistic approach to business | |
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| | <p>management and professional ethics related to the profession of beauty therapy. This alignment enables the students to gain practical insights into running beauty therapy units while fostering entrepreneurial thinking and effective workflow management.</p> <p>ETCS credits have been redistributed to better align with the revised content and merged subjects, ensuring a balanced workload per course. The final semester retains a focus on Practical Training (PRCT400) and Thesis Writing (PROJ416) with no changes in ECTS allocation or programme structure, emphasising hands-on experience and research output.</p> | |
| Substituting General Pharmacology and Toxicology of Pharmaceutical Products courses with courses related to cosmetics preparation and evaluation | <p>The inclusion of the subjects of Pharmacology and Toxicology, within the the programme structure, is a critical component for ensuring compliance with the conditions set by The Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS) in order for our Bachelor's programme to be recognised as a higher education qualification in the subject area. These standards and requirements demand a comprehensive programme structure that includes foundational scientific knowledge, particularly in the fields of pharmacology and toxicology, where the understanding of pharmacological and toxicological principles is essential for safety, efficacy, and professional integrity.</p> <p>In order to both address the EEC's recommendation, and at the same time ensure the programme's compliance to external local standards set by the KYSATS, the programme structure has been revised to merge Pharmacology and Toxicology into a single streamlined course titled Applied Pharmacology and Toxicology of Cosmetic Products (PHRM300), preserving its academic value while making room in the programme structure for an additional cosmetology-focused course titled Preparation and</p> | Choose level of compliance: |

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| | <p>Evaluation of Cosmetic Products (PHRM401).</p> <p>Said course, along with the course Introduction to Aesthetic Cosmetology (CHEM207) enhances the academic and practical value of the Beauty Therapy programme by addressing essential industry-specific competencies, including the understanding and application of aesthetic techniques and the assessment and development of cosmetic formulations, hence aligning the programme structure with modern industry trends.</p> <p>Both the cosmetology and the pharmacology / toxicology courses ensure that graduates possess a well-rounded education that combines theoretical understanding and practical expertise, meeting both industry expectations and accreditation standards. This action on part of the KES College team ensures compliance with accreditation standards while meeting the demand for a more cosmetology-specific focus within the programme structure, as set out by the EEC.</p> <p>Please see Appendix A.1 for the original programme structure and Appendix A.2 for the revised programme structure. Please find the revised curricula corresponding to Appendix A.2 in Appendix C.</p> | |
| Enhancing Erasmus mobility activities for staff and students | <p>As an institution approved by the European Commission to participate in the Erasmus Charter for Higher Education 2021–2027, KES College actively engages in European actions such as student mobility, multilateral projects, and networks. These initiatives aim to improve the quality of education and drive innovative practices in tertiary education and training.</p> <p>In response to the challenges posed by the COVID-19 pandemic, KES College took proactive steps to strengthen and expand mobility opportunities for students and faculty through the Erasmus+ programme. Beginning in 2022, this initiative has enabled participants to gain valuable</p> | Choose level of compliance: |

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| | <p>international experience while enhancing their academic and professional skills.</p> <p>The pandemic disrupted international mobility significantly, with various restrictions and cross-border collaborations brought to a near standstill. However, as activities resumed, KES College redefined its approach to mobility programmes. Leveraging the renowned Erasmus+ framework, which fosters collaboration between higher education institutions across Europe, the College prioritised boosting participation in international exchanges. A major milestone in this effort has been the increase in Erasmus+ funding allocated to KES College. This achievement reflects the programme's recognised impact on participants' educational and professional growth. With increased financial resources, the College has expanded participation opportunities, extended its network of destination countries, and provided access to diverse academic and cultural experiences for students and faculty alike.</p> <p>At the heart of this initiative lies a commitment to building robust partnerships with institutions across Europe and beyond. These collaborations encourage students to study or undertake internships abroad, while offering faculty the chance to engage in educational seminars and exchange ideas with international peers. Such experiences not only contribute to academic excellence but also foster intercultural understanding, stimulate innovation, and cultivate a global network of professionals and academics.</p> <p>For students, Erasmus+ mobilities provide a unique opportunity to immerse themselves in new environments, develop cross-cultural competencies, and gain practical skills that enhance their employability. Faculty participants benefit from exposure to innovative teaching practices and collaborative projects, equipping them with the tools to enrich their educational methodologies.</p> | |
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| | <p>Recognising mobility as a catalyst for academic and personal growth, KES College is dedicated to expanding the scope and impact of Erasmus+ opportunities. With increased funding and the continuous development of partnerships, the College is committed to offering even more transformative experiences for its students and faculty. This vision underscores the institution's dedication to fostering a dynamic, internationally oriented education that prepares participants for future success.</p> <p>By continuing to invest in international mobility, KES College reaffirms its mission to provide a comprehensive and globally relevant educational experience—one that empowers its community to excel academically, professionally, and personally.</p> | |
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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 |
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| Consider the establishment of an Alumni Association, in order to foster alumni engagement in the students' learning journey. | <p>At KES College, we believe that the connection with our students extends beyond graduation. In response to the recommendation to establish an Alumni Association, we are committed to fostering meaningful engagement between alumni, current students, and the broader college community.</p> <p>Our Allumni Assosiation plays a pivotal role in maintaining strong ties with graduates, offering a range of services to support their professional and personal development. Through initiatives such as networking events, career guidance, continuing education programmes, and opportunities for social responsibility, we aim to create an active and supportive alumni network.</p> <p>Graduates benefit from:</p> <ul style="list-style-type: none"> • Networking Opportunities: Facilitating connections among alumni to share experiences and professional insights. • Career Support: Providing job openings, professional guidance, and resources to advance their careers. • Continued Development: Organising workshops, seminars, and training to enhance skills and knowledge. • Community Engagement: Encouraging participation in volunteer initiatives and social responsibility actions. <p>KES College intends to strengthen its Alumni Association, as also recommended here, thus ensuring that graduates remain a valued part of our community, actively contributing to the growth and success of current students while continuing their journey of lifelong learning and connection. The KES</p> | Choose level of compliance: |

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| | <p>College Alumni Association webpage serves as a central hub for our alumni, fostering connections among graduates and keeping them informed about the college's initiatives, events, and opportunities. Accessible at https://www.kescollege.ac.cy/alumni/, this bilingual platform highlights the benefits of staying connected with KES College, updates on professional development programmes, and ways alumni can contribute to the institution's growth.</p> <p>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 underscores our commitment to maintaining a thriving alumni network that supports lifelong learning and professional advancement.</p> <p>Please refer to Appendix D for a screenshot of the brochure and the associated URL.</p> | |
| Encourage students' mobility | Please see College's response in Section 1 . | 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 |
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| Based on internal evaluation, it was reported to the EEC that the proportion of full-time teaching staff employed by the institution stands at 59%, which is below the CYQAA 70% requirement. | At KES College, we remain dedicated to complying with the requirements set by the CYQAA. Following the reorganisation of the programme's structure, as discussed in Section 1 and presented in Appendix A.2. , KES College has concurrently taken steps to address the proportion of full-time teaching staff, which was previously reported at 59%. As a result, measures have been implemented to align with the CYQAA requirement of 70%, including the allocation of courses to full-time teaching staff to ensure compliance while maintaining the quality of education and academic excellence. This demonstrates our commitment to meeting regulatory requirements and enhancing the learning experience for our students. Please see Appendix B for the revised Tables 3 and 4 . The proportion of full-time teaching staff supporting the programme now stands at an elevated 71,4% . | Choose level of compliance: |
| Ensure that the number of full-time teaching staff meets the CYQAA requirement | Please see above. | Choose level of compliance: |
| Enhance research activities of staff in the fields of beauty therapy and management | KES College fully supports the enhancement of research activities in the fields of beauty therapy and management, recognising the vital role such research plays in advancing both academic and professional standards. The KES Research Centre, with its focus on applied research tailored to societal and labor market needs, offers a unique opportunity for staff and students alike to engage in meaningful research projects that align with the evolving demands of the beauty and wellness sectors. Since 2018, the KES Research Center completed four projects involving more than 30 students and | Choose level of compliance: |

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| | <p>academic staff, leading to two conference announcements in collaboration with enterprises, academics and professional associations, while securing external funding from businesses and the Republic of Cyprus-EU (eg. INNOVOUCHERS call). Currently, a 12-month research project is underway titled “Application of electrotherapy and new technologies vs. alternative treatments in Cypriot Beauty Therapy Institutes” led by M. Shiarly Head of the Beauty Therapy Programme. This project is funded by private donors (Impophar Trading Ltd, ResultMed Ltd & Pomico Ltd) and is currently implemented by a research team composed of M. Shiarly, Head of the Beauty Therapy Programme, I. Farkonidou and Schiza Chr., lecturers of the Beauty Therapy Programme, and supported by KES Research Centre (KESRC).</p> <p>Moreover, a new research project has been developed following KES College’s collaboration with KESRC, titled “Development of innovative cosmetic formulations for the management of acne and other skin conditions through the utilization of extracts of endemic plants of Cyprus and Rosa damascena” (ROSERAC). This 450-thousand-euro project, involving three other partner research organisations, has been successfully submitted for evaluation under the call Smart Growth-CODEVELOP/0824 at the Cyprus Research and Innovation Foundation in late November 2024. Our Beauty Therapy team, together with KESRC are Work Package Leaders in the Clinical Trial for Anti-Acne Cosmetic Product Evaluation that includes: A) Designing and measuring the effectiveness of the selected optimal cosmetic formulation targeting acne (Task 8.1) and B) Evaluation of the effectiveness of the cosmetic</p> | |
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| | <p>formulation in improving skin condition (Task 8.2).</p> <p>KES College will continue to participate in the development and implementation of such projects, using both internal and external research funding and incentives for participation in research activities, as it is an important experience for the academic progress of our staff. We remain committed to linking teaching with research, as one of the paths that we follow, to improve the quality of our teaching.</p> <p>The ongoing collaboration with industry leaders, such as the partnership with MAC Cosmetics, demonstrates the College's commitment to bridging academia with real-world applications. The insights gathered from projects like the "Readability and Customer Satisfaction of MAC Cosmetics" not only enrich students' learning experiences but also foster valuable links between the academic world and the beauty industry in Cyprus.</p> <p>Please find KES Research Center Research Policy in Appendix E. We are committed to providing additional support and incentives for staff to engage in research, ensuring that both teaching and learning are continually informed by cutting-edge research. Moving forward, we will remain dedicated to expanding our research initiatives and strengthen our industry partnerships.</p> | |
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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 |
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| Creating more opportunities for students to participate in exchange programmes with similar institutions in Europe | Please see College's response in Section 1 . | Choose level of compliance: |
| Considering the provision of an elective course in English language for students | Recognising the importance of enhancing students' English proficiency, we have already taken steps addressing this recommendation. At KES College, we understand that students from various programmes may benefit from English courses to improve their communication skills. Therefore, we have designed two comprehensive English language courses at the intermediary (B1) and upper-intermediary (B2) level. These are available to students as optional, zero-credit offerings to complement the programme curriculum. These courses aim to provide students with the opportunity to enhance their English language skills. Please refer to Appendix F for the syllabi of these courses. The courses are meant to be offered across two consecutive semesters in the first year of study. | 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 |
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| To consider extending the library opening hours during exam periods | We would like to thank the committee for their valuable recommendation regarding the extension of library opening hours during exam periods. At KES College, we recognise the vital role that accessible resources and support play in our students' academic success, particularly during critical periods such as exams. As part of our commitment to fostering an optimal learning environment, we will take all necessary actions to ensure that the students have extended access to the facilities and resources they need to excel in their studies. | 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 |
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| N/A | N/A | 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 |
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| N/A | N/A | Choose level of compliance: |

B. Conclusions and final remarks

| Conclusions and final remarks by EEC | Actions Taken by the Institution | For Official Use ONLY |
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| Reducing the number of courses by consolidating their content | Please see College's response in Section 1 and the connected Appendices A.1 and A.2 . Please also advise the revised Table 3 in Appendix B . The revised curricula are found in Appendix C . | Choose level of compliance: |
| Substituting General Pharmacology and Toxicology of Pharmaceutical Products courses with courses related to cosmetics preparation and evaluation | Please see College's response in Section 1 and corresponding Appendices as above. | Choose level of compliance: |
| Enhancing Erasmus and other mobility activities for staff and students | Please see the College's response in Section 1 . | Choose level of compliance: |
| Considering the establishment of an alumni association, in order to foster alumni engagement in the programme development and students' learning. | Please see the College's response in Section 2 . | Choose level of compliance: |
| Ensuring that the number of full-time teaching staff meets the CYQAA requirement | Please see the College's response in Section 3 . | Choose level of compliance: |
| Enhancing research activities of staff in the fields of beauty therapy and management | Please see the College's response in Section 3 . | Choose level of compliance: |
| Providing an elective course in English language for students | Please see the College's response in Section 4 . | Choose level of compliance: |
| Extending the library opening hours during exam periods | Please see the College's response in Section 5 . | Choose level of compliance: |



C. Higher Education Institution academic representatives

| <i>Name</i> | <i>Position</i> | <i>Signature</i> |
|--------------------------------|------------------------------|------------------|
| Dr. Vassias Vassiliades | Director of Academic Affairs | |
| Ms Markella Shiarly | Programme Coordinator | |
| Click to enter Name | Click to enter Position | |
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Date: 17/02/2025

