Doc. 300.1.2

Date: 4/4/2024

Higher Education Institution's Response

- **Higher Education Institution:
  KES COLLEGE**

- **Town: Nicosia**

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

  In Greek:

  Δημοσιογραφία και Media Production (2 ακαδημαϊκά χρόνια,

  120 ECTS, Δίπλωμα)

  In English:

   Journalism and Media Production (2 academic years, 120

  ECTS, Diploma)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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 EEC would like to encourage the teaching team to **consider introducing a possible separation of practical and theoretical modules in the goals of the program.**	1.1. The curriculum development team of KES College confirms that it has proceeded with the proposed separation of the learning objectives of the programme of study as it relates to the theoretical and practical courses. As evident in **Appendix A2**, the team proceeded with categorising the learning objectives into **cognitive and practical goals**, each being further categorised into **knowledge, skills and competences** – where applicable – demonstrating the range of abilities the graduates are expected to be able to demonstrate upon completion of their studies[1]. **Appendix A1** includes the original programme learning outcomes.	Choose level of compliance:
Goals, as stated, still differentiate between theory and practice. For the program of study to reflect the purposes of higher education as defined by the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base), it is	1.2. The KES College team welcomes the EEC's recommendation to expose the students to communication theory in a meaningful way so as to be able to develop their critical thinking. The KES College team confirms that the **(1) purpose, (2) content, (3) learning objectives, (3) reading materials, and (4) assessment methods** of the existing course "**COMM104 Introduction to the Communication Theory and Mass Media**" have been	

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[1] The KES College team wishes to underline that each learning programme objective is further linked to specific courses, result of a mapping process. In this way, the College can exercise quality controls on courses which are linked to cognitive or practical goals.

imperative that students are exposed to a certain amount of **communication theory in a meaningful way so that they can develop their critical thinking**	enhanced so that the students be exposed to meaningful communication theory through which to demonstrate critical thinking. In particular, the team proceeded with revising the purpose of the course to cater to the development of a critical perspective towards communication theory *("[…] The course simultaneously introduces the students to the study of the theories of mass communication, as well as the tactics, practices and strategies of Public Relations with the aim of understanding and critically evaluating, through the lectures, assignments and discussions, the concepts of communication and public relations.")* which will be materialised with the accomplishment of a set of learning outcomes that, apart from building a strong cognitive foundation and other skills and competences, look forward to enhancing the students' abilities to *"Demonstrate a critical perspective as it relates to the various models of communication and the various approaches to communication."* In terms of its content, the course endeavors to educate the students on the sociological and psychological aspects of communication, the influence of mass culture on society, the different communication models, the various influences upon communication and the role of media in globalization. This new content is expected to prepare the students to make informed decisions as they relate to their understanding of communication theory and its influence upon media and society and vice-versa. In	

	order for the students to be able to demonstrate their critical thinking towards communication theories, the KES College team – in consultation with the course lecturer – proceed with adding new assessment criteria (i.e. presentations) that would enable the students to reflect, think and demonstrate their critical abilities (see assessment method in course syllabus). Please see **Appendix B1** for the original programme syllabi and **Appendix B2** for the revised programme syllabi. The above changes encouraged the team to re-word the programme learning objectives 2 and 6[2] – already link to the aforementioned course[3] - so that the development of critical thinking is reflected in the learning objectives of the programme of study.	

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[2] Please see Appendix A2 – New programme learning objectives.

[3] The team also proceeded with re-wording the purpose, learning objectives, content and assessment methods (where needed) of all the programme courses that were also linked to the aforementioned programme learning objectives; i.e. JOUR107 Principles of Journalism, JOUR114 Introduction to Reporting, JOUR116 Journalistic Writing, JOUR103 Propaganda, Misinformation and Fake News, JOUR119 Investigative Journalism, JOUR118 Interviewing Techniques and Rules, JOUR202 Online Journalism, JOUR215 Television Speech and Writing, JOUR304 Digital Content Creation. Please see revised syllabi in Appendix B2.

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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
First, there needs to a clearer articulation of the relationship between theory and practice in each course. The former should be understood as more than just a classroom-based understanding of the latter. **We would urge the teaching staff to include more critical social science research e.g. on the role of media in contemporary societies in order to add a more critical dimension to the course. This will complement the strong practice-based approach evident in the courses we reviewed.**	2.1. The KES College team welcomes this recommendation and confirms that it has taken all the necessary steps to satisfy the EEC's recommendation. In particular, the team confirms that it has meticulously reviewed all the programme courses and proceeded with enhancing the **content**, **purpose**, **learning objectives**, **assessment methods** and **reading materials** (*where needed*) of *all* the programme courses – excluding the course Practical Training PRCT201[4] - so as to, firstly, complement the practice-based approach of certain courses, and, secondly, to enhance the remaining courses with content that would enable the development and demonstration of critical thinking on part of the students, and to encourage their engagement with contemporary issues and critical social science research. The same enhancements have been performed to the elective courses as well. Below is presented a brief summary of the changes performed: **Principles of Journalism (JOUR107):** The course has been enhanced with a new content that is expected to enable the students to critically reflect on the changes that have been caused in the style of journalism, identifying at the same time the causes and reasons for this change. **Introduction to Reporting (JOUR114):** The course has been enhanced with a new content that is expected to encourage the students to maintain a	Choose level of compliance:

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[4] The EEC's recommendations do not apply to said course.

critical perspective on their own work and or the work of others.

Introduction to Communication Theory and Public Relations (COMM104): Please see section 1.2

Speech Training and Oral Presentation Techniques (JOUR115): The course has been enhanced with a new content that is expected to help the students to develop a critical way of thinking in terms of how oral presentation techniques can affect the way a message is delivered and received.

Journalistic Writing (JOUR116): The course has been enhanced with a new content that encourages the students to adopt a critical viewpoint as it relates to identifying the characteristics of journalistic writing and the professional standards it complies to.

Propaganda, Misinformation and Fake News (JOUR103): The course was already infused with issues that pertain to contemporary debates on the rise of fake news and propaganda. The goal of the course was enhanced so that it makes clear that students are to be engaged with Psychology, Media Studies, Political Science, Ethics and New Technologies, to encourage critical thinking and engagement with contemporary issues.

Sound Production for Radio (JOUR117): The course has been enhanced with a new content that encourages the students to analyse the way in which radio broadcasting has evolved throughout the years and how its role in news broadcasting has been altered, all the while identifying and analysing the reasons that have led to such a shift.

Image Techniques (JOUR122): The course has been enhanced with a new content that encourages the students to reflect upon the ways in which image techniques have evolved, leading to the

development of the students' critical thinking regarding the reasons that led to these changes, while exploring the influence of artificial intelligence (AI).

Investigative Journalism (JOUR119): The course has been enhanced with a new content that aims towards teaching the importance of journalistic investigation as it relates to highlighting and critically analysing phenomena of corruption or dysfunction of the state and society.

Interviewing Techniques and Rules (JOUR118): The course has been enhanced with a new content that encourages the students to demonstrate critical thinking and reflective skills on the factors that influence and determine the techniques and types of interviews being used.

Montage (JOUR224): The course has been enhanced with a new content that aims to encourage the students to enhance their critical thinking and reflective abilities on how montage can be used and how it has been used throughout the years to convey messages and develop images.

Television Production I (JOUR201): The course has been enhanced with a new content that encourages the students to demonstrate their critical thinking and reflective abilities on how television production has evolved throughout the years.

Preparation & Presentation of Radio Broadcasts (JOUR216): The course has been enhanced with a new content that aims to enhance students' critical thinking and reflection on the trends and challenges facing radio production in today's world.

Online Journalism (JOUR202): The course has been enhanced with a new content that aims to educate the students on emerging and alternative forms of journalism, thus demonstrating critical

and reflective thinking in relation to new technologies and how they have affected and informed journalism.

Television Speech and Writing (JOUR215): The course has been enhanced with a new content that aims to encourage the students to demonstrate critical thinking as it relates to the evolution of communication in terms of language, the way journalistic speech and writing is constructed and the differences between written and oral language.

Television Production II (JOUR221): The course has been enhanced with a new content that aims to encourage the students to demonstrate their critical thinking and reflection skills as it relates to how documentary production has evolved through the years.

Digital Content Creation (JOUR304): The course has been enhanced with a new content that aims to encourage the students to demonstrate their critical thinking and reflective skills in relation to the ways in which audience and medium of communication can influence the message.

Police and Court Reporting (JOUR225)[5]: The course has been enhanced with a new content that aims to train the students on identifying and understanding the most usual practices of identifying and collecting evidence/data as well as to train them on police reporting, demonstrating critical thinking as it relates to their own work and the evidence/ data they have collected.

Sports Journalism (JOUR302): The course has been enhanced with a new content that aims to engage the students in discussions and critical inquiries about the evolution of sports journalism, the rise of sports reporting among the public and the press during the early 20th century as well as the impact of the internet on

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[5] New elective course

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	sports reporting and in the working practices of sports reporters. **Fashion Journalism (JOUR333):** The course has been enhanced with a new content that aims to encourage the students to demonstrate critical thinking as it relates to various matters, such as current debates on fashion journalism, the influences on fashion journalism and the effect of social media on shaping the fashion journalism nowadays. **Environmental Issues and the Media (JOUR227)[6]:** The course has been enhanced with a new content that aims to encourage the students to express their critical understanding and exercise their reflective skills as it relates to the role of mass media in environmental awareness and to critically evaluate the kind and type of information on environmental issues being disseminated by the mass media. **Technological innovations in Journalism (JOUR226)[7]:** The aim of the course is to introduce the students to the digital age and technological advances in journalism and to encourage them to reflect on the challenges these changes bring to the profession. Please find the revised syllabi in **Appendix B2.**	
Second, the number of electives could be expanded to incorporate other areas of journalistic practice. While we recognise that many students on the previous iteration of the course wanted to study fashion and sports journalism, the present course structure limits the choice available to future cohorts. For example, an elective dedicated to climate journalism might provide opportunities to collaborate with other parts of KES College. **We would also**	2.2. The KES College team welcomes the EEC's recommendation and confirms that it has made the necessary additions to the elective courses. In particular, the team has added the following **three elective courses** which – in addition to **JOUR302 Sports Journalism and JOUR333 Fashion Journalism** – now make a list of five elective courses for students to elect during their final year. The three new courses are: 1. **JOUR225 Police and Court Reporting**. After having carefully reviewed the structure and	Choose level of compliance:

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[6] New elective course

[7] As above

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recommend that a dedicated course looking at AI and technological innovations in journalism might be an attractive option for students in the future.	learning outcomes of the programme of study, and having consulted the EEC's recommendations, the team proceeded with designing an elective course for those students who might be interested in enhancing their knowledge on reporting, presenting them with the opportunity to delve deeper into police and court journalism. 2. **JOUR226 - Technological innovations in Journalism**. The team designed a course dedicated to AI and other technological innovations with the aim to spark the students' critical thinking and reflective abilities as they relate to the opportunities and consequences associated with the recent advancements in journalism. 3. **JOUR227 – Environmental Issues and the Media**. The team designed a course dedicated to environmental issues as per the EEC's recommendations. Please see **Appendix B2** for the syllabi, **Appendix C1** for the original structure and **Appendix C2** for the revised structure.	
Finally, the teaching materials should be constantly reviewed in order to ensure that they reflect the latest developments in journalism and media studies. We found core readings on many of the courses to be very outdated (possibly due to a lack of material available in Greek). **We would suggest using journal articles accessed via EBSCO and providing lists of translation tools in order to ensure students were reading more contemporary sources.**	The KES College team confirms that **new supporting materials** have been added to the courses – as also confirmed in sections 2.1. and 2.2. above – so as to ensure that the students are engaged with articles and journals that discuss the latest developments in the field of journalism and media production (Please see **Appendix B2** for the revised programme syllabi). A note has been added to the syllabi to direct the students to a College guide that the team has developed to help the students utilize translation tools.	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
As addressed in the previous section, there is a clear need for KES to better integrate theory and research across the proposed 2-year program. The synergy of research and teaching in the KES proposal is the only area we have determined to be "non-compliant," as such synergy is not apparent or elaborated. The EEC would like to note that this is NOT a call to give **theory/research and practice equal weight** in the program, nor is it the EEC's intention to force or demand that the department engage in significant research. **It is, however, a call for the department to include research/theory in a more structured manner**. At the moment, the proposed curriculum does not adequately reflect the **theory/research** component; teaching staff, while extremely well-qualified and competent in the areas of practical education and training, are not conversant in theory.	**3.1.** As discussed in section 2.1., the KES College team proceeded with integrating theory and research, as recommended by the EEC. The team did so by enhancing the **goal**, **learning objectives**, **content, reading materials** and **assessment criteria (if necessary)** of the courses seen in section 2.1. so as to enhance the synergy between theory and research and to also encourage the students to think critically and reflectively on several contemporary issues. The team confirms that it has included a research / theory element to all the courses of the proposed programme of study[8] and has equipped the syllabi of the courses with **supporting materials** that would enable the students to delve deeper into the matters that are integrated into the content of each course – as discussed in section 2.1. Having said that, the students' critical and reflective thinking will be put into effect and assessed with **coursework**, as also disclosed in the **teaching methodology section of each of the aforementioned course syllabi**. In short, the enhanced **goal**, **content, study materials** and **learning objectives** of each course will be put into effect and assessed using various means, including *assignments, presentations and other assessment tools* (e.g. final written examinations, final projects, group assignments etc.). Please see	

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[8] Excluding the course Practical Training PRCT201

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	section 2.1. as well as **Appendix B2.**	
In addition, there is a need to expand the research element (as it is) to include journalism, and a clear need to integrate theoretical/research reading into all coursework (in some way) so that the theory-practice relationship is made more explicit.	The team has made all the necessary steps towards complying with this recommendation, as also discussed in section 2.1. and 3.1. The team confirms that the courses have been equipped with additional content which encourage the students to engage with contemporary issues, debates and ideas, using supporting materials that would allow them to consider various viewpoints and arguments, and to also develop their own views and arguments.	
The content of the course reading related to theory and research is also somewhat dated and basic, and **should be updated to account for more up-to-date issues facing students interested in** (eg via research on both dangers and potential uses AI in journalism; how social media use impacts journalistic work and how audiences receive and consume news).	The team reaffirms that the content of the courses has been enhanced with discussions and engagement with contemporary issues and critical social science matters that aim at encouraging the students to demonstrate critical thinking and reflective abilities. Please see section 2.1. for more details.	
Finally, theory and research could be incorporated into the proposed program via research projects conducted under the KES Research Center.	*3.2.* We thank the committee for its recommendation and confirm that KES College is committed to taking all the necessary measures to ensure that research is promoted within the College. It is the policy of KES College that learning and teaching should be informed by research activities, in	

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| | support of the College's main goal for improving its students' academic and professional perspective. Following the remark made by the EEC, the College reaffirms its commitment and would like to inform on the recent actions it has taken towards the development of a more structured research strategy that takes into consideration all the necessary measures for promoting a clearer vision towards research. The current KES College Research Strategy & Policy is found in **Appendix D.**

The College remains dedicated to encouraging both the teaching staff and the students to participate to research, thus enhancing both their knowledge background and their research interests and skills. To that effect, one of the incentives the College has established – apart from the monetary incentives as listed in **Appendix D** – is the recognition of the teaching staff's participation to research projects as part of their annual performance appraisal.
In particular, the College revised its teaching evaluation scheme in 2018 and, since then, the staffs' participation to research (e.g. publications in scientific journals, scientific conferences, announcements etc.) is included among the evaluation criteria. | |

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

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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
As suggested in Section 2 above, the EEC recommends updating the readings lists so that students are able to translate (e.g. via use of shorter research articles); ensure that students have digital access to such articles; inform students about translation possibilities.	The team proceeded with all the necessary enhancements, as seen in section 2.1., 2.2. and also confirmed in section 3.1. above.	Choose level of compliance:
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6. Additional for doctoral programmes
(ALL ESG)

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7. Eligibility (Joint programme)
(ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Green: The EEC was struck by the positive feedback from students (graduate and current) regarding their experiences at KES. We are aware that these are NOT students in the proposed 2-year program, be we are equally aware that the courses to be offered in the 2-year program, and the staff who will teach those courses, will remain from the expiring 3-year program. Staff demonstrated a great deal of engagement with students, and a willingness to extend their collaboration and teaching to outside of the classroom. In addition, students expressed a high degree of satisfaction with how the content of their practical training translated into valuable work skills. Department instructors and university management also had a clear grasp of the media market in Cyprus and Nicosia, and how education at KES fit into that market. This combination of engaged staff and understanding of the market resulted in high levels of "employability" of graduating students, and employment number of graduates in the 80% range. Taking into account the relatively small student numbers, teaching, infrastructural and technical resources available to students were at a decent level. This is clearly a small, effective department staffed by employees with significant experience	Green: We thank the Committee for underlining the aspects that have been deemed satisfactory.	Choose level of compliance:
Yellow: The EEC encourages KES to consider what could be	Yellow: We thank the committee for its recommendation. The team agrees with said recommendation	Choose level of compliance:

an over-reliance on outside stakeholders (private media industry, in particular) to shape the proposed 2-year program. While the experience and knowledge of media professionals is incredibly valuable, KES is nevertheless an institution of higher education, and, as such, should have goals for the students above and beyond mere employability. Having said this, there is nothing to say that there is an inherent conflict between teaching a critical perspective on media and teaching media practice. On the contrary, experiences from other universities (including those employing EEC evaluators) is that providing future journalists with critical perspectives on media influence and power can create effective and inquisitive journalists who are also aware of their own position in. society.	and has made the necessary steps in encouraging the students to develop, enhance and demonstrate critical thinking and reflective skills which are expected to educate the students on how to articulate their ideas, share their opinions, and offer constructive feedback, thus preparing the students for more than just mere employability. The above is reflected in the revised course curricula, as mentioned in sections 1.2., 2.1., and 2.2.	
Other issues that worthy of consideration include the extent to which internationalization is possible with a primarily Greek-language program, the possibility of increased collaboration with other departments and the extent to which students with mobility issues might have their needs taken into consideration.	We thank the committee for its recommendations. The KES College team confirms that our students benefit from Erasmus mobility training purposes under the VET training scheme. In addition, as the EEC recommends, the programme coordinator will continue and intensify all efforts for increasing inter-departmental collaborations with other departments within the College. Lastly, KES College also confirms that it has the necessary mechanisms and infrastructure in place to cater for the students with mobility issues. Please see **Appendix E** for some examples.	
Red: The area the EEC feel is in need of immediate attention is a	Red:	Choose level of compliance:

lack of attention paid to theory and critical perspectives on media and journalism in the proposed program. During the meetings, there appeared to be a misunderstanding about the meaning of the term "theory." For the EEC, theory is NOT classroom instruction on practical issues (such as reading a book about camera angles or radio production). That, for the EEC, is simply a variation or extension of practical training. For the EEC, **"theory" is the study and application of research and writing on/about media that provides students with a deeper, more critical understanding of the role of media and journalism in modern society (production, distribution and reception).** As noted in the "Yellow" section above, KES is an institution of higher education, and, as such, should exist are more than just an extension of media companies. Students should be able to demonstrate an understanding of some basic research and theory on the role/place of journalism in contemporary society, as well as how various media technical and ownership forms influence content and reception. This not only makes for better journalists, it also makes for better citizens. It is this second component – citizenship – that distinguishes higher education (even in short 2-year forms) from mere practical training. It is the EEC's position that this aspect can be achieved by the integration **of research into theory into multiple course areas** via **literature** and **reading**.	*Lack of attention to theory and critical perspective on media and journalism:* The team confirms that all the necessary changes have been made, as evident in section 1.1, 1.2, 2.1., 2.2., and as reaffirmed in section 3.1.	

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It can also be achieved by the proposed program *taking a more active role in the research component of KES* (at the moment Journalism/Media appears to have little or no involvement in that area).	***More active role in the research component of KES:*** The team welcomes this recommendation and would like to affirm that once the proposed programme is accredited and running, the College will encourage and support research activity as mentioned in section 3.2. In order to ensure the students' active participation to research.	
The EEC are fully aware that the current staff do not have backgrounds in academic research into journalism/media, but this lack of research experience could be remedied by the hiring of one/two instructors with a research background who can not only teach the theory courses, but can also help to integrate critical perspectives into practical teaching (where appropriate).	The team would like to confirm that, among the lecturers that comprise the teaching staff of the proposed programme of study is **Nicolaou Konstantinos** (see courses Introduction to Communication Theory and Public Relations COMM104 and Digital Content Creation JOUR304, Appendix B2), currently pursuing his PhD at the School of Journalism & Mass Communications, Aristotle University of Thessaloniki. Mr Nicolaou has obtained a number of qualifications, including a Professional Diploma (PGCert) in "Public Relations" (CIPR Diploma in PR) from the Chartered Institute of Public Relations (2011); a Master's Degree (MSc) in "Educational Leadership and Management" from the Cyprus International Institute of Management (2013); and a Master's Degree (MA) in "Curriculum and Instruction" from the University of Cyprus (2015). Since 2016, he has been a researcher at the Laboratory of Electronic Media, School of Journalism and Mass Communications, Faculty of Economic and Political Sciences, Aristotle University of Thessaloniki. Mr. Nicolaou has so far (2023) written six (6) chapters in peer-	

reviewed scientific books, and a series of peer-reviewed scientific articles and papers (from 2014 – until today), with over 570 citations (h-index 13). He has also participated in national and international scientific conferences in Cyprus and Greece as a speaker, as well as in various research programs. Finally, Mr. Nicolaou is a Guest Reviewer in various scientific journals (79 reviews until today), while from 2022 he is a member of the editorial board of the scientific journal "International Journal of Technology-Enhanced Education (IJTEE)" as an Associate Editor. A short summary of his academic research relevant to journalism / media production is seen below:

- 2023　Generations and Branded Content from and through the Internet and Social Media: Modern Communication Strategic Techniques and Practices for Brand Sustainability—The Greek Case Study of LACTA Chocolate
- 2023　Book Chapter: Opportunities and Challenges in Educator Development: Audiovisual Media Communications and Multiple-Multimodal Skills
- 2023　Book Chapter: Multiple-Multimodal Skills Through Responsive and Responsible Learning: Audiovisual Media Communications Classifications
- 2023　Book Chapter: The Secret Power of Digital Storytelling Methodology: Technology-Enhanced Learning Utilizing Audiovisual Educational Content
- 2022　The Challenge of an Interactive Audiovisual-Supported Lesson Plan: Information and

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	Communications Technologies (ICTs) in Adult Education	
	2022 Transformation of television-viewing practices in Greece: Generation Z and audio-visual content 2022 Book Chapter: Information and Communications Technologies Through Technology-Enhanced Learning in Adult Education: The Re-Approach of the Adult Educator and the Adult Learners 2021 Media Trends and Prospects in Educational Activities and Techniques for Online Learning and Teaching through Television Content: Technological and Digital Socio-Cultural Environment, Generations, and Audiovisual Media Communications in Education In addition to the above, and following the EEC's recommendation to include more elective courses in the structure of the programme, the KES College team decided to introduce Dr Demetrios Sarris to the programme of study, having assigned to him the course **Environmental Issues and the Media JOUR227**. Dr. Sarris has been the lecturer of the course **JOUR314 Θέματα Περιβάλλοντος και Ενέργειας**, which is included in the structure of the already accredited programme of study "Journalism with Public Relations (3 Academic Years, 180 ECTS, Higher Diploma)". Dr. Sarris is a Biologist and holds a Master's degree (MSc) in Ecology and Environmental Management and a PhD Degree in Biological Sciences of the University of Patra in collaboration with the University of	

	Basel of Switzerland. He has worked as an Assistant Professor - Academic Visitor and Specialist in Research and Teaching at the Department of Biological Studies of the University of Cyprus, a Coordinator of Postgraduate Module "Conservation and Management of Natural Resources" at the Open University of Cyprus, a Research Fellow at the Department of Life Science of the European University of Cyprus and a Programme Coordinator of "Technician for Production of Organic Products" of KES College. He has a Post Doc experience at the Institute of Botany of the University of Basel, at the Paul Scherrer Institute, and the University of Patra. He has worked as a Lecturer at the Department of Environmental and Natural Resources of the University of Ioannina and Scientific and laboratory associate at the Department of Environmental Technology and Ecology, and at the Department of Organic Production of the Technological and Educational Institute of Ionian Islands. He is an expert of the International Science Network MedECC. He serves as an Invited Member of the Editorial Board of Annals of Silvicultural Research. Dr Sarris has over 15 years of experience as a researcher participating in more than 20 international and national research programs and has developed important international collaborations with scientists, while he has extensive scientific writing experience.	

Based on discussions with staff and students, it appears that the theoretical components (as the EEC defines it, see above) have largely been bypassed, or at least seriously under-addressed. We would also note that since the proposed 2-year program involves eliminating several courses from the 3-year program that DID address **social, economic and political issues, the integration of critical perspectives in the proposed program becomes all the more important.**	This has been addressed. Please see section 1.1., 1.2, 2.1., 2.2. and section 3.1.	
One smaller issue that we feel should be addressed is the very limited options of Sports and Fashion offered as elective specializations at the end of the 2-year program. To the EEC, these are very limiting and send a somewhat unfortunate message to students about the range of possibilities available. A suggestion would be to allow students to pick their own area of specialization and adapt teaching to those selections.	KES College team has taken action and added more elective courses to the structure of the programme. Please see section 2.2. We kindly note that specialisation is not applicable.	
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C. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Vassias Vasiliades	Director of Academic Affairs	
Dr. Christina Yennari	Education ad Curriculum Design and Development officer	
Dr Demetrios Sarris	Head of Programme Coordinator – School of Environmental Studies	
Dr Androulla Miliotou	Head of Programme Coordinator – Medical Representatives and Pharmacy Assistant (Technician)	
Panayiotis Hadjisymeou	Head of Programme Coordinator- School of Culinary, Hospitality and Tourism	
Peter Nikandrou	Academic Registrar	
Markella Shiarly	Head of Programme Coordinator – Beauty Therapy	
Andri Sideri - Yialouraki	Head of Students' Affairs and Welfare Services	
Marina Chrysostomou	Programme Coordinator	
Eliana Savva	Student representative	

Date: 04/04/2024