

Doc. 300.1.1

Date: 22-2-2024

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
KES College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Health Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Ιατρικός Επισκέπτης (2 ακαδημαϊκά έτη, 120 ECTS,
Δίπλωμα)

In English:

Medical Representative (2 academic years, 120 ECTS,
Diploma)

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



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].

In Greek: Concentrations

In English: Concentrations

A. Introduction

Members of the External Evaluation Committee (EEC) reviewed and examined the Accreditation Programme of Study (Application for Evaluation and other accreditation reports) provided by the KES College relating to the Medical Representative Diploma (120 ECTS, 2 years). The EEC members evaluated the submitted documents individually before visiting on-site. The EEC's visit to the KES College took place on the 21st of February 2024 following a well-organized schedule. Throughout the day the committee met with KES College representatives, teaching staff, students, and administrators. The EEC members were first given an introduction about the institution by Petros Stylianou, Director General, and met with the members of the internal evaluation committee (Dr Vassias Vassiliades, Director of Academic Affairs and Chair of the Internal Quality Assurance Committee, Dr Dimitrios Sarris, Programme Coordinator and Director of KES Research centre). The business development plans of the college were discussed with Peter Nikandrou (Registrar).

The Programme Coordinator (Dr. Androulla Miliotou) gave a thorough presentation of the “Medical representatives” programme, covering several relevant aspects such as: the nature of the programme, the feasibility study and employment prospects, the design and development, and the characteristics of the programme of study.

Afterwards, the EEC had a meeting with the teaching staff members only, followed by a meeting with representatives of the students to discuss various aspects related to studies and student life. Next, the EEC met with the members of the administrative staff only. After a visit to the premises, the EEC members again met with the Director General, the Director of Academic Affairs, and the Programme Coordinator.

During the visit at the KES College, the EEC was given access to all additional material as requested. The reception of the EEC by KES College was excellent, and all staff and students were particularly cooperative and willing to support the evaluation procedure. Based on the information provided and the visit on site, the EEC can conclude that the program being evaluated has good standards and meets the quality expectations (pending adoption of recommendations).



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikoletta Fotaki	Professor	University of Bath
Marie Louise De Bruin	Professor	Utrecht University
Li Wei	Professor	University College London
Yiota Ioannou	Member of Cyprus Medical Representatives' Registration Council	Cyprus Medical Representatives' Registration Council
Stephanos Hilides	Student representative	University of Cyprus

C. Guidelines on content and structure of the report

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of 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)*
 - *is designed so that it enables smooth student progression*

- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

KES College has appropriate overall facilities and structures to support the implementation of a few good qualities, vocational, programmes leading to Diplomas (2-year programmes) or Higher Diplomas (3-year programmes). The quality of these programmes is monitored by the College, using a few appropriate Quality Assurance Procedures. Student evaluations (twice yearly) as well as teacher to teacher peer feedback are used to monitor and improve courses and the programme coordinator monitors the quality of the teaching methods and processes and provides feedback to the teaching staff.

The two-year diploma programme was developed and delivered by Kes College in 1999 in response to the labour market need. It was also the first qualification for a Medical Representative offered in Cyprus. The programme is well structured with particular emphasis on effective communication, customer relations and marketing and scientific foundation. KES College has the necessary facilities for the implementation of this programme. The revised programme has four semesters with 5 courses in each semester and a total of 20 courses over the two academic years (120 ECTS). The course is delivered in Greek or English in the evening hours from 4pm to 9pm, three days a week. Most students are local and have a job somewhere else.

It should be noted that currently there are no students enrolled in this Diploma, with the last cohort graduated in 2021. KES college also runs a 3-year Medical Representatives Higher Diploma and a 4-year BSc program in Medical Representatives Management. The other programs currently do have students signed up and thereby seem to be preferred. The Director General, however, is convinced that the labour market needs from the pharmaceutical sector of Cyprus will stimulate new enrolments soon.

The programme historically has attracted mostly national students and targets the Cypriot labour market. Employability rates are high. KES College facilitates contact between students and future employers. A recent study on the current employment of graduates showed that 20 years after graduation, 60% are still working in the health sector.

The programme has been restructured since it last ran in 2021. Both student evaluations and teachers' input were incorporated. Compared to the previous curriculum, the focus has increased on pharmaceutical topics as well as marketing, business, and entrepreneurship. The new curriculum has less emphasis on communication and language skills. For a diploma program at the EQF5 level, the committee thinks that it is important to have sufficient emphasis on communication and language skills and therefore recommends keeping courses in English.

The committee noticed that of the courses listed under the program structure on the website of KES College are not in line with the programme that was presented to the committee in writing and during the visit. Otherwise, the public information is noticeably clear, both on the website as well as at the student information centre.

Well-functioning digital information management systems are in place and assist both students and teachers in managing teaching and learning. The systems also allow to monitor student progress through a real time dashboard.

Strengths

- KES College employs appropriate quality assessment practices. Regular monitoring by the programme coordinator and Education and Curriculum Design and Development Officer ensures that teaching methods and processes maintain high standards. The availability of staff and active student voice contribute to the supportive learning environment.

- A comprehensive teaching staff evaluation system is in place within the institution. This system includes ongoing professional development opportunities for teaching staff, particularly focusing on enhancing their skills in lecture planning and delivery. Additionally, twice annually, anonymous questionnaires are distributed to students to gather feedback regarding their experiences with both the courses and the college administration. These evaluations are conducted through the utilization of various technological platforms, including a student information system and Moodle, which serves as the learning management system.
- The curriculum strikes an appropriate balance between theoretical knowledge and practical application.

Areas of improvement and recommendations

- The publicly available information of the programme, its structure and courses are outdated and should be revised in line with the documentation presented to the committee.
- For a diploma program at EQF5 level, the committee thinks that it is important to have sufficient emphasis on communication and language skills and therefore recommends keeping courses on English.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

<p><u>Sub-areas</u></p> <p>2.1 Process of teaching and learning and student-centred teaching methodology</p> <p>2.2 Practical training</p> <p>2.3 Student assessment</p>
--

<p>2.1 Process of teaching and learning and student-centred teaching methodology</p> <p><u>Standards</u></p>

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

The teaching staff employs a range of teaching and learning approaches to achieve learning outcomes. The blend of lectures, coursework, and practical training is well-rounded.

The student assessment processes are sufficiently described although some more details on the examination format could be included in the syllabus of each course, as clarity regarding assessment methods helps students prepare effectively. Five out of 20 courses include practical workshops. The assessment focuses on multiple choice questions rather than analytical questions.

Positive feedback on the interactions with the teaching staff and the teaching methods used was provided from both current students and alumni.

Strengths

- A student-centred approach is followed. Students are actively engaged in activities designed to mirror their future professional careers through a blend of theoretical knowledge and practical application.
- Study guides are clear on learning outcomes in terms of skills and competences knowledge. The literature used in course guides is up to date (until 2020- as the programme has no student enrolment after 2021).
- The trusted relationship between staff and students fosters an effective educational environment.
- The college actively promotes representation and participation in various programs and conferences.

Areas of improvement and recommendations

- The programme could be further improved if skills training such as “role play” simulations are added to the curriculum. These simulations mirror work-related scenarios and allow students to demonstrate their abilities in a realistic setting. This “role-play” could be embedded in the Communication course (Professional Communication, COMM107, is now a theoretical course).
- The format of written assessments could be further specified (multiple choice questions, essay type questions, etc) in the course descriptions.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

<u>Sub-areas</u>
3.1 Teaching staff recruitment and development
3.2 Teaching staff number and status
3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

The teaching team consists of permanent and several visiting teaching staff. The teaching staff is qualified to support the educational objectives and planned learning outcomes of the study programme. Information on the recruitment and promotion process are included in the documentation.

The process for the evaluation of the programme by the students and teaching staff is in place. The peer-review of teaching is conducted regularly. Samples from past student evaluations were provided. The quality assurance and the internal monitoring processes were presented with sufficient clarity.

Teaching - research interactions would not be considered relevant for a Diploma degree.

Strengths

- The teaching staff is qualified, and the programme coordinator is energetic and enthusiastic about the programme.
- KES College’s effective monitoring of teaching staff and teaching methods ensures consistent quality. Regular assessments, combined with student feedback, create a robust feedback loop for improvement.
- The positivity displayed by the teaching staff during the online site visit demonstrate their commitment to productive engagement.

Areas of improvement and recommendations

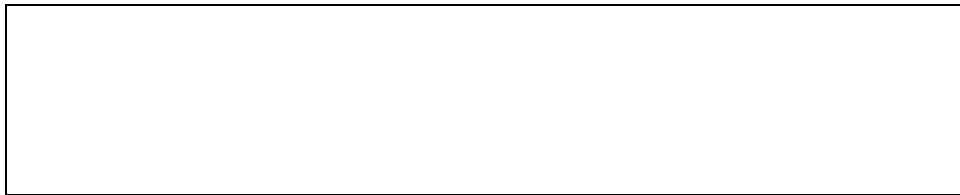
- The EEC recommends the use of additional tools to assist teaching practices. For example, a software to identify plagiarism would be helpful to identify issues on the submitted coursework.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

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

<p><u>Sub-areas</u></p> <p>4.1 Student admission, processes and criteria</p> <p>4.2 Student progression</p> <p>4.3 Student recognition</p> <p>4.4 Student certification</p>
--



4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

KES College has clearly defined admission requirements (a high school diploma, <https://www.kescollege.ac.cy>) so that students understand what is expected of them during the application process. The programme's structure and syllabi are posted on their website. The programme targets Cyprus and adheres to the Cypriot rules and regulations. In the future, there are plans to teach both in Greek and English. Students who graduate from the 2-year diploma programme, are eligible for taking the medical representatives' exam as set by the Ministry of Health, which will allow them to practice as a medical representative in Cyprus.

The programme has robust tools in place to collect, monitor, and act on information regarding student progression. Regular monitoring (twice per year) allows the institution to identify areas where additional support may be needed, track student success, and address any challenges promptly. For example, terminology (i.e. English vs Greek) and self-study vs class work. The student survey conducted in 2020/2021 among the seven courses showed that 80% to 100% of students (3-12 students in each course) agreed with the course materials, learning objectives, delivered methods, course information and IT support. The feedback from the nine student representatives during the onsite visit meeting was excellent and students particularly value the support they received. For example, the small class for the programme they registered for means the teachers know them well and any issues can be dealt with at the personal level and promptly.

Strengths

- Excellent infrastructures and resources to meet the learning objectives (e.g. IT processes and tools to collect, monitor and act on information on student progression).
- Student-centred learning environment such as support to students who have special needs (e.g. students who have dyslexia, additional examination time and extra days for course work are allowed).
- Trusted relationship between students and staff

Areas of improvement and recommendations

- None

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

Sub-area	<p style="text-align: center;"><i>Non-compliant/ Partially Compliant/Compliant</i></p>
----------	--

4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

KES College has well-equipped teaching classrooms, laboratories, computer room and library that ensure a conducive learning environment. Resources and bibliography (recommended textbooks) have been provided in all course syllabi. The course material is accessible to students through e-Learning platforms (e.g. Moodle) and the library. On site and remote-based (telephone and online) support for students is available through the Student Welfare Centre.

The student-centred learning and the continuous professional development have been well received by students and staff. The College provides training for academic staff before they start teaching and runs surveys twice a year for students' feedback and once per year for staff and the professional service staff to check the student's special needs at the enrolment stage. The tutor-tutee support (1/10 ratio) is in place to support students during their time of study at KES College.

The operation of the Internal Quality Committee through staff evaluation system, staff continuous professional development and student's voice are implemented for excellent teaching and learning.

Strengths

- Student welfare services, library services and the overall student support are very good.
- Constructive feedback from the mock teaching during staff recruitment is regarded very valuable.
- A tutor-tutee system and Erasmus opportunities (students and staff) are excellent.

Areas of improvement and recommendations

- IT department relies only on one staff member. The EEC suggests putting a contingency plan in place in case of an emergency.
- KES college facilitates internships at companies (not accredited), and the EEC encourages that this will be continued in the future and be more formalised.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements
- 6.2 Proposal and dissertation
- 6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*

- *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

The EEC evaluated the program based on the provided literature and the on-site visit. The programme was found to have good standards and meet quality expectations. Based on the materials and the site visit, the EEC has identified several areas in which the program team could make improvements to strengthen the program and increase its impact as follows:

Section 1

- The publicly available information of the programme, its structure and courses are outdated and should be revised in line with the documentation presented to the committee.
- For a diploma program at EQF5 level, the committee thinks that it is important to have sufficient emphasis on communication and language skills and therefore recommends keeping courses on English.

Section 2

- The programme could be further improved if skills training such as “role play” simulations are added to the curriculum. These simulations mirror work-related scenarios and allow students to demonstrate their abilities in a realistic setting. This “role-play” could be embedded in the Communication course (Professional Communication, COMM107, is now a theoretical course).
- The format of written assessments could be further specified (multiple choice questions, essay type questions, etc) in the course descriptions.

Section 3

- The EEC recommends the use of additional tools to assist teaching practices. For example, a software to identify plagiarism would be helpful to identify issues on the submitted coursework.

Section 4

- None

Section 5



- IT department relies only on one staff member. The EEC suggests putting a contingency plan in place in case of an emergency.
- KES college facilitates internships at companies (not accredited), and the EEC encourages that this will be continued in the future and be more formalised.

The EEC would like to thank all KES College staff involved in the process of evaluation for their time and availability during the visit and express their gratitude to Ms Emily Alexandridou for organising and facilitating a smooth evaluation process.



E. Signatures of the EEC

<i>Name</i>	<i>Signatures</i>
Nikoletta Fotaki	
Marie Louise De Bruin	
Li Wei	
Yiota Ioannou	
Stephanos Hilides	

Date: 22-2-2024