

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: KES College

**Program of Study: Personal Trainer and Group Fitness
Coach**

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INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof. Vasilios Baltzopoulos	Head of Research Institute for Sport and Exercise Sciences	Liverpool John Moores University, UK
Prof. Dr. Andreas Mierau	Academic Director, Head of Department of Exercise & Sport Science	LUNEX International University of Health, Exercise and Sports, Luxembourg
Dr. Emmanouil Georgiadis	Senior Lecturer in Sport and Exercise Psychology	University of Suffolk, UK
Ms Amalia Evangelou	Student at the Department of Biology	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The visit of the External Evaluation Committee (EEC) to KES College took place on 15th March 2018. The Committee was evaluating the program which was entitled: “Personal Trainer and Group Fitness Coach Diploma”. Firstly, the EEC met with the Director of the Institution and the members of the Internal Evaluation Committee. In addition, they did a presentation of the curriculum, which was also submitted in paper form and the allocation of courses per semester and the criteria for a future candidate student were included. Following this introductory meeting, the EEC met with nine members of the teaching staff that included one existing full-time member of staff in the College and 8 future part-time members of staff with various specializations that are the identified part-time contributors to the program. This was followed by a meeting with ten existing students from other programs (mainly Food & Hospitality and Beauty Therapy). The EEC then met four members of the administrative staff including the Marketing Manager, the Head of Administrative Services and the head of the Student Welfare Services. Finally, a tour to the institution's premises and facilities took place, providing the opportunity to the External Evaluation Committee to visit the library and computer labs. The visit programme concluded with a visit and a tour of the facilities of the external collaborating gym that will be used for the proposed program of studies.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The External Evaluation Committee received all the necessary documentation electronically before the arrival in Cyprus, so there was adequate time to review the material. The documentation was complete and included the details of the program of study and the internal evaluation of the documentation. During the visit, the institution team and everyone involved collaborated fully and the EEC received paper copies of the documentation and additional material that included copies of the presentations delivered during the visit by College staff, College Newsletter and samples of College advertising material, study guides and other student information leaflets about the various services and learning resources of the College.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

KES College has clearly defined entry criteria for candidates as well as a procedure for students wishing to transfer from one College program to another. As a standard rule, the college accepts candidates who have graduated from a public or private secondary education in Cyprus, listed in the Register of the Ministry of Education and Culture or abroad, or candidates who hold another equivalent qualification (see page 12-14 of the application for details).

The proposed maximum number of students per cohort for the relevant program is 20. Given the existing facilities, infrastructure and personal resources of the institution this will allow for constructive teaching and communication, and it compares favourably to the current international standards and/or practices.

The educational process of the KES College is organized in a way that, to a large extent, ensures the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Specifically, the college has implemented an academic calendar which is published in a timely manner using an online platform. The same platform is used for the publication of the curriculum, and for all relevant updates. The college assigns academic advisors (AA) to support the educational process of students (6 students/AA). This academic support is complemented by a number of important student services including course enrolment and placement organization. The College is continuously trying to improve its existing procedures with regard to examinations and student assessment, and it encourages students to participate in procedures aiming to improve the educational process. The facilities and the infrastructure including library and literature access (e.g. EBSCO database) are considered adequate for the purpose of the study program.

The communication between the academic staff and the students appears to work well. Despite regular communication in classes, an e-learning platform is used to disseminate information, and students are informed about new posts via a specific mobile phone application. The software used for student data management alarms the academic advisors in case a student's performance is deteriorating. In such cases a support procedure is initiated. Academic mentoring processes are transparent and effective however, it appears that currently there is no systematic procedure for taking this into consideration for the calculation of academic work load. The KES College does not tolerate plagiarism. PlagScan software is used to support the process of plagiarism avoidance. KES College has developed forms to be filled out in case of complaints. In addition, there is a student liaison officer available for students at normal office hours. Students requests and complaints are taken seriously and responses are provided in a timely manner.

Teaching

The methodological approaches utilized for the delivery of the program are not always suitable for achieving the desired learning outcomes. Specifically, a better link should be established between the theoretical and practical parts of individual modules. Currently, there is no significant continuous-formative assessment. The assessment system and criteria regarding student course performance, are clear and known to the students, but not necessarily adequate. That is, in many cases the types of assessment are inappropriate with respect to the assessment of achievement of relevant learning outcomes. The use of modern educational technologies is restricted to a platform for the electronic support of learning. Teaching materials are available to students and updated regularly.

Teaching Personnel

At this stage, the College aims to have one full-time (FT) academic member as program coordinator, working exclusively at the institution to support the program of study. The current program's coordinator has the necessary qualifications and experience to efficiently coordinate the program of study (MSc in Human Performance and Health, teaching experience from the University of Nicosia). A second full-time academic member, who will also be involved in other programs, will support the program coordinator. In case the College is able to attract the proposed number of students (N=20), at least another FT academic should be employed to support the successful realization of the program.

The members of the teaching personnel for each course have the relevant formal and fundamental qualifications to successfully deliver the course, as described by the legislation. In fact, most of the involved teachers have a Master degree in the relevant area. Despite this fact, we would encourage the College to invite visiting professors to support the program of study. The necessary legislative conditions regarding the teaching personnel are met. In the program of study, the ratio of the number of courses taught by full-time personnel, working exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study. The ratio of the number of students to the total number of teaching personnel is adequate (>10) for the support and safeguarding of the program's quality. The academic personnel's teaching load is adequate and there are no significant risks for a successful delivery of the program of study within a five-year span.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and learning outcomes of the Program of Study

The main purpose of the program is to provide students the skills of physical (fitness) training for both personal and group related programs and purposes.

Structure and Content of the Program of studies

The program is based on a 2-year program leading to a Diploma (4 semesters) including both theoretical and practical components in the area of study.

Quality Assurance of the Program of studies

The College has established an Internal Quality Assurance Committee that evaluates the quality of the modules every semester and oversees the annual quality report and related actions. Quality assurance procedures are followed by all programs of study

with students and tutors providing feedback on the provision of the contents and other relevant aspects and the required actions for the development and improvement of the programs based on their purpose and needs (i.e. infrastructure).

Management of the Program of Study

The program management team is organised adequately and is organised based on three layers of program checking and development (program manager, program coordinator and academic committee).

International Dimension of the Program of Study

The EEC was informed about already established (existing and running) links of KES with similar Institutions in Europe through Erasmus agreements that permit students to visit other vocational and educational organisations abroad gaining important related career experiences.

Connection with the labour market and the society

Through the proposed changes recommended by the External Evaluation Committee, the program will be able to tackle adequately the needs of the industry for well informed and qualified personal and group physical training professionals. The academic team consists of practitioners already involved in the profession of physical training with adequate knowledge and expertise related to the vocational needs of the particular industry in Cyprus. The addition of more visiting professors can provide students with more opportunities for knowledge development through witnessing a variety of experts and approaches in the area.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

KES College has recently established its own Research Centre by initiating the necessary legal procedures in 2018. The KES Research Centre aims to stimulate research in the College and will be managed by a coordinator. The main function of the KES Research Centre this academic year was a call for research proposals offering incentives to members of staff for internally funded research projects. Proposals were evaluated on the basis of their contributions to the formation of Research Teams within the College that in cooperation with external partners or autonomously, could enhance knowledge in the areas of the College programmes of study in the broad fields of Society, Economy and the Environment. The four proposals that have been identified for funding in the areas of Cosmetics, Food and Environment and Health will receive up to 1000 Euros to support their research work, in addition to support to attend a relevant conference and present the outcome of their research work.

Although the creation of the KES Research centre is clearly a commendable effort, the viability and long term prospects of a research centre in such an institution with a main mission of providing vocational courses have to be considered with caution. In addition, the very broad areas and academic disciplines covered by the five Schools in the College, (Health Sciences, Culinary, Hospitality and Tourism, Journalism and Media, Business and Administration and Environment) present severe difficulties for

the creation of a focused Research Centre and the critical mass of research personnel required for successful and high quality research in any area.

Furthermore, the relevance of the Research Centre for the Program of Study under evaluation (Diploma of Personal Trainer and Group Fitness Coach) is limited as most of the personnel that will be teaching in this programme on a part-time basis are fitness industry professionals with limited interest and time availability to conduct any sustained and viable research work. Their involvement in research in any case is not necessary for such a highly vocational programme and their experience in the fitness industry and their scholarship in their areas of expertise are far more important for the quality and success of the Diploma program.

More specifically:

- Teaching and learning have been adequately enlightened by scholarship in the area rather than research, given the extensive experience of the proposed personnel in the fitness industry and their scholarship in their areas of expertise.
- The most recent knowledge and expertise in the areas are embodied in the content of the program of study.
- There is no research component in this vocational program of study and the main facilities used are fitness centres for the practical experience of the students. These are sufficient facilities and equipment for the objectives of the program and the facilities are available and accessible to the personnel and the students.
- The proposed academic personnel have limited or no research activity because they are fitness industry professionals so they do not have academic papers published in international journals with the peer-reviewing system, in international conferences, and other significant publications. However, they all show scholarship and continuous professional development by attending various seminars and development courses in their areas of expertise and these will be very useful for teaching in the program.
- There is no current external, non-governmental, or other funding as the academic personnel do not have any significant research activities, but this is normal for a vocational focused College and is comparable to similar vocational institutions in Cyprus and abroad.
- There is some limited internal funding available competitively to support some research activities of the academic personnel as explained above with the creation this year of the KES Research Centre. Successful proposals will receive up to 1000 Euros to support their research work, in addition to support to attend a relevant conference and present the outcome of their research work and this compares very positively to the funding of research activities in other vocational institutions in Cyprus and abroad. As such, the policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory, notwithstanding the concerns and reservations expressed above for a single research centre in such a broad-based vocational college.
- There is no significant participation of students, academic, teaching and administrative personnel of the program in research activities and student training in the research process is limited since the training has a vocational focus.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

Administrative Mechanisms

There is a very efficient and extremely well-organised and managed Student Welfare Service that supports students with regards to academic and personal problems and difficulties. This is in essence combined with student administration services from admission onwards, including registration, induction etc. This single point of contact service for all student related matters is a very efficient and useful organisational arrangement.

The statutory administrative mechanisms for monitoring and supporting students are excellent and very efficient given the size and focus of the College. The efficiency of these mechanisms is assessed regularly on the basis of specific criteria of service provided to students and appropriate changes are implemented.

Infrastructures / Support

There are suitable books already in the library even though the program is not running yet since the College has invested in several recent books in the sport fitness and related areas. There is also electronic access to reputable journals supporting the program so the basic teaching materials (books, manuals, scientific e-journals, databases) are adequate and accessible to students and are updated regularly with the most recent publications.

There is a very efficient internal communication platform based on moodle that staff and students are using very effectively.

The teaching and library facilities at the main College premises are adequate in number and size and the external fitness facility where the practical aspects of the course will be taught has adequate space and capacity and the most modern sport and fitness equipment. As such, the equipment used in teaching and learning are quantitatively and qualitatively adequate.

The teaching personnel are provided with training opportunities in teaching methods, and in new technologies on the basis of a structured learning framework that is managed by a dedicated member of staff in the College (Education Officer).

Financial Resources

There is efficient management and allocation of the financial resources planned for the proposed program of study that will allow the development of the program and of the academic / teaching personnel based on the projected and expected student numbers.

The allocation of financial resources as regards to academic matters, is the responsibility of the College that is supporting the programmes of study in the different Schools with centrally allocated funding for the required facilities, personnel and other expenses for each of the academic programmes of study. The remuneration of

academic and other personnel is believed to be comparable to the remuneration of academic and other personnel of the respective vocational institutions in Cyprus.

Student tuition and fees are consistent to the tuition and fees of other respective vocational training institutions.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The program is well organised to run based on the needed infrastructure, policies, admission procedures, organizational resources and staff expertise. However, it needs to meet particular conditions prior to running and delivering the planned modules based on the following:

Conditions

- The number of modules needs to be reduced to permit a more in depth knowledge development in the provided modules and a better allocation of weekly workload for the students.
- A strong emphasis is needed on the practical applications of the examined theories as well as on the connection of the practical/applied practice modules and the theoretical modules. It is important for those applications to be reflected in the module descriptors and to be delivered by the module tutors.
- The rewarding bonus of attendance and participation in each Module needs to be reduced from 20% to a weighting of between 5 to 10% in order to act as a motivating factor without masking the level of students' achievement.
- Practical and Laboratory (Πρακτικά/Εργαστηριακά) sessions need to be both renamed as "Practical" sessions reflecting the vocational practical applied nature of the Diploma.
- Assessments need to be associated to the level of studies providing the space and time for students to be prepared to face the challenge of the particular assignment type (i.e. essay to be introduced in assessments after students have been familiarized with the requirements and skills on how to write an essay).

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: KES College

Program of Study: Personal Trainer and Group Fitness Coach (Προσωπικός Προπονητής και Προπονητής Ομαδικών Προγραμμάτων)

Duration of the Program of Study: 2 Years (4 Semesters)

Evaluation Date: 15 March 2013

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof. Vasilios Baltzopoulos	Head of Research Institute for Sport and Exercise Sciences	Liverpool John Moores University, UK
Prof. Dr. Andreas Mierau	Academic Director, Head of Department of Exercise & Sport Science	LUNEX International University of Health, Exercise and Sports, Luxembourg
Dr. Emmanouil Georgiadis	Senior Lecturer in Sport and Exercise Psychology	University of Suffolk, UK
Ms Amalia Evangelou	Student at the Department of Biology	University of Cyprus

Date and Time of the On-Site Visit: 15 March 2018, 9 am-2:30 pm

Duration of the On-Site Visit: 5.5 Hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					✓
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				✓	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				✓	

	1.1.3.1	The implementation of a specific academic calendar and its timely publication.						✓
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel						✓
	1.1.3.3	The course web-pages, updated with the relevant supplementary material						✓
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training						✓
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					✓	
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					✓	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:							
	1.1.4.1	facilities					✓	
	1.1.4.2	library					✓	
	1.1.4.3	infrastructure					✓	
	1.1.4.4	student welfare						✓
	1.1.4.5	academic mentoring					✓	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						✓	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						✓	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						✓	
1.1.8	Control mechanisms for student performance are effective.						✓	

1.1.9	Support mechanisms for students with problematic academic performance are effective.				✓	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				✓	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.				✓	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator. Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <ul style="list-style-type: none"> • 8-12 students <p>β) the countries of origin of the majority of students.</p> <ul style="list-style-type: none"> • Cyprus • Greece <p>γ) the maximum planned number of students per class-section.</p> <ul style="list-style-type: none"> • 20 students 						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.		✓			
1.2.2	The methodology of each course is suitable for adults.					✓
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.		✓			
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			✓		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				✓	

1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			✓		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.1: There is no significant continuous-formative assessment</p> <p>1.2.3: Better link should be established between the theoretical and practical parts of individual modules</p> <p>1.2.6: The use of modern educational technologies is restricted to a platform for the electronic support of learning</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				✓	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				✓	
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				✓	
1.3.2.2	Publications within the discipline.				N/A	
1.3.3	The specializations of Visiting Professors adequately support the program of study.				N/A	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				✓	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					✓

1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					✓
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			✓		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					✓
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				✓	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					✓
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					✓

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.7: The ratio can be improved

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are				✓	

	consistent with the mission and the strategy of the institution.					
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				✓	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				✓	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			✓		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				✓	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			✓		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					✓

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.4

- The number of modules needs to be reduced to permit a more in depth knowledge development in the provided modules and a better allocation of weekly workload for the students. More specifically, the number of modules in each semester need to be reduced from 7 to 5 maximum in order to allow more space and time for better understanding and learning of the applications of the contents. Any additional Modules could be provided as electives with students having the option to follow particular modes of exercise/fitness methods based on personal interests and inclinations.
- A strong emphasis is needed on the practical applications of the examined theories as well as on the connection of the practical and the theoretical Modules. It is important for those applications to be reflected in the module contents allowing students to realise the need to seek information on the practical side. In the same way, tutors names need to be added to the modules that require the combination of practical skills and theoretical knowledge suggesting the close collaboration of tutors in particular modules that can enhance the knowledge of students (e.g. Περιπτώσιολογία).

- The rewarding bonus of attendance and participation for each module needs to be reduced from 20% to a weighting of 5 to 10% in order to act as a motivating factor without distorting the level of students' achievement.
- Practical and Laboratory sessions need to be renamed as "Practical" sessions reflecting the nature of the Degree.
- Assessments need to be associated to the level of studies providing the space and time for students to be prepared to face the challenge of the particular assignment type (i.e. essay to be introduced after students have been familiarised with the requirements and skills on how to write an essay)

2.1.5

- The number of Modules needs to be reduced to permit a more in depth knowledge development in the provided modules and a better allocation of weekly workload for the students. More specifically, the suggested number of modules in each semester needs to be reduced from 7 to a maximum of 5 in order to allow more space and time for better understanding and learning of the applications of the contents. Any additional modules could be provided as electives with students having the option to follow particular modes of exercise/fitness methods based on personal interests and inclinations.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			✓		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.			✓		
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				✓	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				✓	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			✓		

2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			✓		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			✓		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				✓	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			✓		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.1

- Each of the assessment points need to reflect particular components of the learning outcomes in each Module. At the moment assessment methods are not stating which parts of the learning outcomes are assessing

2.2.2; 2.2.7

- Each Semester includes too many Modules corresponding to 30 ECTS points. This fact does not allow adequate time for students to learn the taught concepts and leads to a limited available time to cover each of the Modules. It is proposed that instead of including 7 Modules in each Semester, the program needs 4 to 5 Modules with each Module corresponding to 6 ECTS points on average contributing to 30 ECTS points (each Semester).

2.2.5

- A strong emphasis is needed on the practical applications of the examined theories as well as on the connection of the practical Modules and the theoretical Modules. It is important for those applications to be reflected in the Module contents allowing students to realise the need to seek information on the practical side. In the same way, tutors names need to be added in the Modules that require the combination of practical skills and theoretical knowledge suggesting the close collaboration of tutors in particular Modules that can enhance the knowledge of students.

2.2.6

- Based on the program of studies various specialisation Modules (i.e. Sports Massage, Yoga, Pilates) could be placed as electives leaving more space for a better/extended coverage of the Core Modules (i.e. Exercise and Health, Case Studies, Sport Psychology) of the Program.

2.2.9

- There are very good provisions and an allocated advisor for students with learning difficulties but there is no specific mention or arrangements for students with special needs including physical disabilities.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

Based on the estimated prediction of KES College the number of students in each academic year will not exceed the number of 20. For the upcoming academic year the particular College does not expect more than 10 registered students.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					✓
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel				✓	
	2.3.2.2 the members of the administrative personnel				✓	
	2.3.2.3 the students.					✓
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				✓	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.				✓	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

No further comments

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				✓	

2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.			✓		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				✓	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				✓	
2.4.5	Information relating to the program of study are posted publicly and include: Not enough information currently available as the program has not run yet.					
2.4.5.1	The provisions regarding unit credits					
2.4.5.2	The expected learning outcomes					
2.4.5.3	The methodology					
2.4.5.4	Course descriptions					
2.4.5.5	The program's structure					
2.4.5.6	The admission requirements					
2.4.5.7	The format and the procedures for student assessment					
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				✓	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				✓	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification. Not related to the particular degree or not enough information available					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.2</p> <ul style="list-style-type: none"> Learning outcomes need to reflect a better division of modules throughout the course of the Diploma. In particular, the number of modules need to be 						

reduced to permit a more in depth knowledge development in the provided modules and a better allocation of weekly workload for the students. In more detail, the number of modules in each semester need to be reduced from 7 to a maximum of 5 in order to allow more space and time for better understanding and learning of the applications of the contents. Any additional modules could be provided as electives with students having the option to follow particular modes of exercise/fitness methods based on personal interests and inclinations.

2.4.5

- Information on the program is not posted online yet as the Degree is yet to run.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training

Modules have either 6 or 4 ECTS points allocated based on the expected theoretical and practical hours. However, it is proposed to reduce number of Modules to 5 (with each Module having on average 6 ECTS points) providing space for a more extended coverage of each of the taught areas.

- In which semester does practical training takes place?

Practical sessions run throughout the degree due to each nature. This is rightly so and definitely in line with the nature of the Diploma and its objectives.

- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

N/A

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				✓	
2.5.2	The program attracts Visiting professors of recognized academic standing.			✓		
2.5.3	Students participate in exchange programs.				✓	

2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.5.2</p> <p>The program has included various vocational experts from the current fitness Industry. However, the Course would definitely benefit from a variety of experts acting as Visiting professors and permitting the development of a more diverse learning experience for students.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p> <p>As the particular qualification can be provided through Seminar (Level 3) related courses, the particular program can be ranked quite highly in relation to other similar qualifications offered internationally. However, proposed changes can improve the quality of the Course significantly.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				✓	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.			✓		
2.6.3	Benefits, for the society, deriving from the program are significant.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The institution is arguing the proposed Course meets the market needs and the current existing employability trends. However, the Committee did not witness any evidence of an adequate market research output related to those market needs and/or employability estimations.</p>						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.	N/A				
3.1.2	New research results are embodied in the content of the program of study.	N/A				
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.	N/A				
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	N/A				
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	N/A				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.	N/A				
3.1.9	Student training in the research process is sufficient.	N/A				
<p>The proposed academic personnel have limited or no research activity because they are mainly fitness industry professionals. However, they all show scholarship and continuous professional development by attending various seminars and development courses in their areas of expertise and these will be adequate and very useful for teaching in the proposed vocational programme.</p>						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					✓
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					✓
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				✓	
4.2.2	There is a supportive internal communication platform.					✓
4.2.3	The facilities are adequate in number and size.				✓	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				✓	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				✓	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				✓	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						
4.3	Financial Resources	1	2	3	4	5

4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				✓	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				✓	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					✓
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

- KES College is a relatively small institution but very well run and managed with a long and proud history of vocational education provision in the area
- Motivated and well organized staff that are passionate about providing high-quality and industry relevant vocational courses
- Proposed program of study is targeting a clear gap in the market and overall is going to provide a high quality and relevant route to a Diploma in Coaching
- The proposed team comprises experienced fitness industry professionals that are very dedicated and committed to working for the success of the program
- There are some changes required to ensure that the modules and overall structure reflect the main objectives of the program of study.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Prof. Vasilios Baltzopoulos	V. Baltzopoulos
Prof. Dr. Andreas Mierau	A. Mierau
Dr. Emmanouil Georgiadis	E. Georgiadis
Ms Amalia Evangelou	A. Evangelou

Date: 17 March 2018