

Doc. 300.1.1

Date: 7 June 2021

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
KES College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Business & Administration Studies
- **Department/ Sector:** As above
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Εφοδιαστική / Logistics και Διαχείριση Εφοδιαστικής Αλυσίδας (3 έτη, 180 ECTS, Ανώτερο Δίπλωμα)

In English:

Logistics and Supply Chain Management (3 year, 180 ECTS, Higher Diploma)

- **Language(s) of instruction:** English or Greek
- **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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

In Greek: Concentrations
In English: Concentrations



A. Introduction

This part includes basic information regarding the onsite visit.

First of all we would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for giving us the opportunity to participate in this evaluation.

Three academic members and a student representative were involved with the External Evaluation Committee for the Higher Diploma in Logistics & Supply Chain Management offered by KES College located in Nicosia.

This evaluation was conducted virtually / online taking into account the ongoing challenges faced with Covid-19. The External Evaluation Committee received well in advance relevant material and videos which were extremely useful for our preparatory work and to review the physical infrastructure. Relevant virtual meetings took place where External Evaluation Committee members were able to discuss a range of issues with the senior management of KES College, academic faculty, the Programme coordinator, administrative / support staff and student representatives.

Several presentations were provided during these meetings and Committee members had the opportunity to ask several questions.

Committee members would like to thank the team from KES College for their cooperation and assistance during this evaluation as well as the coordinator from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for ensuring this evaluation was conducted under a fruitful and efficient manner.

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B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Michael Bourlakis	Professor of Logistics & Supply Chain Management	Cranfield University
Thierry Vanellander	Professor	University of Antwerp
Dimitrios Aidonis	Associate Professor	International Hellenic University
Avgoustinos Karatzias	Student	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The three-years Programme (Higher Diploma) in Logistics and Supply Chain Management is a full-time vocational programme of study delivered in English or Greek over 6 semesters (30 ECTS for each semester, in total 180 ECTS). The Programme aims to provide the students with a general overview of Logistics as a topic of study and furthermore with a detailed coverage of the entire process including procurement, warehousing, transportation and the distribution of goods. Additionally, the Programme aims to offer students all the tools necessary to specialize in topics related to the field of supply chain management. The Programme's learning outcomes are clear and focus mainly on understanding the basic concepts of Logistics and Supply Chain Management. The course structure of the programme is divided into core courses and elective courses in the last two semesters. During the 4th semester and the 6th semester, the student internship is obligatory (courses: Practical Training I and Practical Training II) and is awarded by 12 ECTS in total (6 ECTS for each course).

KES College implements a formal Internal Quality Assurance System (IQAS). According to the Standards and Guidelines for Quality Assurance in Europe for the Higher Education Segment, approved in May 2015 by the Ministers of Higher Education, College's IQAS includes the Quality Policy and Strategy of the College. The Quality Policy has a formal status and it is related to the College's mission. In the framework of IQAS an Internal Quality Committee (IQC) has been established and operates systematically. IQC consists of 8 members (representatives of teaching staff, students and administrative staff). IQC operates within quality objectives set up and reviewed annually with the aim to establish a proper quality culture at the College and the commitment to continual enhancement is clear. It supports teaching, administrative staff and students in their responsibilities in quality assurance. .

The public information on this programme meets the standard. It is up-to date and readily accessible providing specific information for selection criteria, learning outcomes, qualification awarded, learning opportunities, courses description, academic staff, etc.

Information for the effective management of the programme is collected, monitored and analysed effectively even though the total number of students and graduates is small. Under this frame, key performance indicators are analysed, including information for the students' progression and satisfaction within the programme. This results in a clear involvement of students and staff in the management of information (in the phase of information provision and analysis). It should be stated that KES College has already established an Alumni Association under the Student Affairs and Welfare Services in order to remain close to its graduates.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

KES College, through the Internal Quality Assurance System and the operation of the Internal Quality Committee, proves to have a clear strategy for the creation of quality culture.

Internal Quality Committee is very supportive in the teaching staff, administrative staff and students.

The programme's learning outcomes are specific and publicly available.

The programme's design is up-to date and it takes into consideration real market needs for Logistics

The design, approval, monitoring and review procedures of the program meet the standard.

The programme prepares students for the labour market and it provides them with sufficient knowledge on logistics.

The practical training courses (internship) in the 4th and 6th semesters correspond to the curriculum of the programme.

The public information is up-to date and readily accessible.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Feedback from students and other stakeholders should be taken into consideration more effectively in the programme's design.

Creation of an Advisory Board with the participation of external stakeholders in order to have a more holistic approach to the market needs.

Provision of a more specific and holistic calculation method for ECTS taking into consideration the real workload for students.

The programme's structure of courses should be periodically reviewed. Under this frame, the responsible team for the design of the programme should consider the introduction of more courses in the structure of the programme related to Information Communication Technology (ICT) in Logistics and Supply Chain Management.

The programme's aims and learning outcomes should be differentiated from the 2years two-years Programme in Logistics (Diploma), in order to point out the provision of extra knowledge and skills of the Higher Diploma.

The website should provide more information on courses' assessment procedures.

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	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme has a well-formed structure of courses and the support of appropriate teaching and administrative staff. The employed teaching techniques and methodologies are modern and effective. These methodologies adequately support students' individual development. Students are encouraged to participate in the learning process with active roles. Due to the COVID-19 pandemic crisis, KES College has incorporated modern educational technologies (Moodle platform, MS Teams, etc) for the implementation of on-line lessons. The above also resulted in the improvement of students and staff's digital skills. It should be highlighted that during the on-line meeting with the students, all of them expressed their satisfactory with the teaching methodologies and the programme's learning outcomes.

Practical Training is offered in two courses (Practical Training I in the 4th Semester and Practical Training II in the 6th Semester). Practical training's duration is 5 hours per week for 12 weeks for each course. The practical training is well planned with the involvement of a large number of enterprises in the Logistics sector (e.g. fastmoving goods companies, 3rd Party Logistics companies, freight forward companies, etc.). Students have the ability to acquire satisfactory learning experience in the market field in specific Logistics and Supply Chain Management aspects. All information about the practical training procedure is registered in students' Log Book. It should be stated that Practical Training II (course in the last semester) is associated with the course Final Project, where the student should write an assignment related to practical training.

The assessment is consistent, fairly applied to all students and carried out with the stated procedures. The criteria for and method of assessment and marking are clearly published in advance and are accessible in the syllabus of each module. The above results in well informed students regarding the assessment procedures.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The process of teaching and learning adequately supports students' individual development.

Adoption of modern teaching techniques and methodologies for the on-line lessons.

Well-established network with companies in the Logistics sector for the support of Practical Training.

The assessment procedures are appropriate, transparent and supportive for the development of students.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Taking into consideration that the two-years Programme in Logistics is a vocational programme of study, the Practical Training should be enhanced with the allocation of more ECTS and hours per week (if possible).

A double grading system can be helpful for a more comprehensive assessment procedure.



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)

Sub-areas

- 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.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The program has a good number of staff, which is well-qualified for the vocational nature of the program. All teaching staff seems to be extremely motivated to the job. Staff is hired upon openings or renewals of positions, with an open and transparent procedure, including a public call for position. Their quality, next to the hiring interviews, is guaranteed through update trainings that are provided before the start of each semester. Each semester, there is also an evaluation by students, which is then communicated to the instructors. Innovation in teaching methods is stimulated through the same channel. COVID-19 has been big further trigger for this, as became apparent through the evaluation interviews.

Most teaching staff has a partial appointment at the College, given the combination they make with a part- or full-time job. This makes them well-suited for the vocational type of training they need to provide, where experience and examples from business are extremely important. Basically each individual course is taught by a different instructor, which gives richness to the program. Staff is mainly local, which does however not mean that they have no international experience, which they have acquired through teaching as well as through business experience.

A number of members of the teaching staff are involved in research, although this is not considered a main activity, given the vocational nature of the program, and given the main industry appointments that most staff members have. Hence, scientific publications are not really applicable here.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Very numerous and diversified teaching staff, most of them with strong links with the industry.

Use of plenty of business cases and examples in the training.

Very motivated staff which is well-implied in the overall program, knows the position of their own courses, and understands the vocational needs from the industry.

Staff members are well aware of the learning goals of their individual courses.

Staff evaluations by students appear to be good.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Some elements, like staff training, their hiring and evaluation process, and their promotion options, seem very little documented, and knowledge on this had to be gained through interviews. It would be good to see this better documented, to ensure consistency in case leadership would change or key HR staff would disappear. Equally, the evaluation by students, as well as the way these results are used in improving programs, is not well documented. Furthermore, visiting staff, also from outside Cyprus, might be worth considering, given that the nature of the program, logistics, is a very international topic. The international aspect is mainly covered now by the international business experience of teaching staff, but it might be good also to get international vocational trainers participate in the program, also to learn about foreign working cultures. Finally, mainly due to the vocational program nature, research initiatives in logistics remain limited. It might be good to develop skills in that sense further, among the teaching staff, together with students through the project work they conduct for instance.

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	Compliant

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

Sub-areas

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

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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Student admission follows an easy and standardized process. In principle, anyone with a degree of Higher Secondary Education can join the program. Recognition is therefore automatic. Sufficient English knowledge is required for the English program, while good Greek knowledge is required for the Greek program. Students can make a choice between both versions of the program. Progression of students is monitored. Certification is done in accordance with the learning objectives mentioned for each course. An annual deliberation is done to get an overall evaluation. Certificates mention the program conducted, the obtained degree and the titles of the program courses followed. International standards seem to be completely followed.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The admission process is simple and transparent.

Student progression is measured through individual course assignments, exam scores and the annual deliberation.

Recognition is automatic through the Higher Secondary School diploma requirement, and the language check.

Certification is done in a standard way respecting international rules and standards.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Student progression is known but not well documented. During the interview, it turned out hard to get access to exact numbers of students registered, the year they were currently part of, and how many had acquired their degrees. There also was some unclarity of whether mentioned students already fell under the accredited program (since 2017) or not. It turned out later that the accreditation had a retro-active character. It seems important to keep good track of student progress, and have progress figures immediately at hand.

Overall, admission, progression, recognition and certification procedures were not well documented. They may be available to students, eventually through the program website. But it is important to also add them in the documents provided to the committee. Now, reliance had to be made on the self-evaluation that was added there, to be complemented with the interviews.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

These issues (teaching and learning resources, physical resources, human support resources, student support) were evaluated based on material and video submitted and input from students.

The teaching and learning resources are adequate and support current student needs. They are also fit for purpose. KES College has invested considerable in modern technologies (Moodle, Microsoft Teams etc.) and some of this was necessary following the ongoing challenges with Covid-19.

The physical resources seem to be adequate too based on our understanding from the video. The library has relevant and appropriate facilities and learning material supporting further the successful student experience and learning.

The human resources are adequate for this programme and they seem to be fit for purpose. Students are well-informed for services available.

KES College provides very good student support and the students participating in the evaluation were very pleased and positive.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

KES College has a sufficient IT infrastructure and appropriate resources

It has invested towards these resources following Covid-19 and it has adapted accordingly.

It offers appropriate resources and learning material in relation to logistics and supply chain management.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

In terms of teaching and learning resources, KES College could consider the increased use of guest lectures involving senior managers and practitioners to maximise student experience.

Equally, some of these senior managers and practitioners could command maritime / port and airport expertise which is significant for the local economy and local logistics sector.



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.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Click or tap here to enter text.

We had a very useful discussion with staff and students from KES College and the submitted material and video have been comprehensive and detailed. In addition, our questions have been answered successfully covering various aspects of this evaluation.

We have indicated our key findings and strengths in this report and, equally, we have provided specific recommendations. We hope that our input will be useful and that our recommendations will be considered accordingly in an attempt to support future workings and activities for KES College.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Michael Bourlakis	
Thierry Vanellander	
Dimitrios Aidonis	
Avgoustinos Karatzias	
Click to enter Name	
Click to enter Name	

Date: 8/6/2021