

Doc. 300.1.2

Higher Education Institution's Response

Date: Date.

• Higher Education Institution:
KES College

• Town: Nicosia

• 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 Years /
180 ECTS, Higher Diploma)”

• Language(s) of instruction: English or Greek

• Programme's status: Currently Operating

• Concentrations (if any):

In Greek: -

In English: -

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].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

A. Extracts from the EEC Report.

Areas of improvement and recommendations

- 1.1 *Feedback from students and other stakeholders should be taken into consideration more effectively in the programme's design.*
- 1.2 *Creation of an Advisory Board with the participation of external stakeholders in order to have a more holistic approach to the market needs.*
- 1.3 *Provision of a more specific and holistic calculation method for ECTS taking into consideration the real workload for students.*
- 1.4 *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.*
- 1.5 *The programme's aims and learning outcomes should be differentiated from the two-years Programme in Logistics (Diploma), in order to point out the provision of extra knowledge and skills of the Higher Diploma.*
- 1.6 *The website should provide more information on courses' assessment procedures.*

B. Actions taken by KES College:

- 1.1 In each semester, students have systematically the opportunity to express their opinion about the various aspects of the teaching – learning process as well as about College services offered to them, by answering to a questionnaire. Their answers are analysed and they are forwarded to corresponding coordinators. Students' opinion about the running of a programme, as well as about the programme design, is taken seriously into consideration by the College. Minor changes may be decided, which are sent for approval to the CYQAA at the end of the academic year. If major changes are needed, these can be implemented during the re-evaluation of a programme.
- 1.2 The Advisory Board of KES College Logistics Programmes was created to provide non-binding strategic advice to the programmes based mainly on market trends over periods of time. Its purpose is to enhance and update the Logistics Programmes by giving a more holistic approach to the market's needs.

The Advisory Board will be meeting once a year to discuss the new trends in the field of Logistics, the market, as well as economic predictions at the time of assembly. The Advisory Board does not have any authority to vote on corporate matters or bear legal fiduciary responsibilities.

The members of the Advisory Board are the following:

1. KES College - Coordinator of Logistics Programs, Chair of the Board. He/she will coordinate Advisory Board's meetings and will obtain feedback to the College's administration team for changes and improvements.
2. A representative from the *Cyprus Supply Chain and Operations Association (KY.F.E.AS)*.
KY.F.E.AS was established in 2019 by professionals in the field, recognizing the need to create a single and strong body, which would act as the voice of every professional involved in the Supply Chain sector.
3. A representative from the *Retailers and Suppliers Association (ECR Cyprus)*.
ECR Cyprus was created in 2012 and intends to implement good practises throughout the retail service chain, in order to provide quality products and services to the Cypriot consumer.
4. A Logistics Executive from *Blue Pharmacies Ltd*.
Blue Pharmacies Ltd was founded in 2000 and today is one of the largest companies distributing and promoting medicines and health consumer products in the Cypriot market.
5. An executive from *Mantis (Cyprus) Ltd – Logistics Software*.
Mantis Cyprus Ltd was established in 2002 so as to provide local support for the first major Warehouse Management projects. Since then, Mantis Cyprus maintained its top position among suppliers of IT solutions for the Supply Chain (SCM solutions).
6. A marketing executive from *G. Charalambous Ltd – Marketing*.
G. Charalambous Ltd was founded in 1948 and has an extensive retail activity in the Cypriot market with a wide range of products and an export department.

1.3 ECTS credits are based on expected learning outcomes and the workload students need to achieve them.

The number of credits ascribed to each course is based on its weight in terms of the workload students need to achieve the learning outcomes.

In KES College, we allocate ECTS credits to programmes of study taking as reference 60 credits for the corresponsive learning outcomes and the associated with them workload for full-time academic year. A year's ECTS credits are furthermore allocated to the two semesters (30 ECTS per semester), which are finally allocated to the semester's courses.

The allocation of the 30 ECTS of a semester is done considering the workload needed to accomplish the learning outcomes of each course. As the workload is generally

accepted that is between 1500 to 1800 hours per full-time academic year, each ECTS represents a workload of 25 to 30 hours of work for a typical student.

Based on the above, for a new programme of study we initially allocate the 30 ECTS credits to the courses of each semester, taking care the total time needed for all learning outcomes to be achieved for each one of the courses. At the end of the academic year, the coordinator of the programme has meetings with the teaching personnel, where ECTS inconsistencies are identified. Adjustments of the number of ECTS between courses can be made if findings justify this, or learning outcomes of a course can be altered, so that the number of ECTS credit better corresponds to the actual workload per course.

- 1.4 The programme may undergo a large-scale revision during its next re-evaluation, which is planned in a five-year time. In the meantime only minor changes are allowed by the CYQAA, which do not allow for substantial changes in the structure of the programme. In any case, we are aware of the importance of ICT in Logistics and Supply Chain Management and we will be continually enriching the content of any relevant course accordingly.
- 1.5 The programme's aims and learning outcomes of the three-years Programme were better expressed, so as to be clearly differentiated from the two-years Programme, in order to point out the provision of extra knowledge and skills of the Higher Diploma. The new wording for the programme's aims and learning outcomes of the three-years Programme in both Greek and English appears in Annex "1".
- 1.6 All courses' syllabi, which include the assessment method of each course, will be uploaded to the College website after the accreditation of the Programme.

2. Student – centred learning, teaching and assessment

(ESG 1.3)

A. Extracts from the EEC Report.

Areas of improvement and recommendations

- 2.1 *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).*
- 2.2 *A double grading system can be helpful for a more comprehensive assessment procedure.*

B. Actions taken by KES College on Student – centred learning, teaching and assessment:

- 2.1 We accept the EEA recommendation and we add more time and more ECTS for the practical training course in semester 4 for both programmes of study. Students will have practical training for two days per week instead of one, with 10 ECTS. The programme structure had to be slightly modified in semester 4 to accommodate this change. The programme with its new slightly modified structure appears in Annex “2.1” in Greek and in Annex “2.2” in English. Consequently, it has been necessary to make minor changes to some courses’ syllabi as well. Syllabi in their final form appear in Annex “3.1” in Greek and in Annex “3.2” in English.
- 2.2 As far as Double Grading is concerned, based on the Internal Regulations (Charter) of the College, students can appeal their exam grade via the Academic Committee of the College, if they feel they have been unjustly graded or they have been wrongly evaluated due to a mistake or error. The Academic Committee will evaluate the appeal and if it is decided that proper action needs to be taken, then the committee will proceed in collaboration with the appropriate programme coordinator, to appoint independent lecturers (2 - member panel), with expertise in a related or affiliated field to re-evaluate the student’s exam grade.

3. Teaching staff

(ESG 1.5)

A. Extracts from the EEC Report.

Areas of improvement and recommendations

- 3.1 *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.*
- 3.2 *Equally, the evaluation by students, as well as the way these results are used in improving programs, is not well documented.*
- 3.3 *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.*
- 3.4 *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.*

B. Actions taken by KES College on Teaching Staff:

- 3.1 Staff training, staff hiring and the evaluation process for teachers are well running in our college. Specifically:

Teachers' training:

KES College has a clear policy for the teachers' training. According to this policy, the in-service training activities are continuous and the training is completed by lessons observations, evaluation and feedback by an Education Officer.

Dr Elena Anastasiou is the KES College Educational Officer holding a permanent post in the College. Dr Elena Anastasiou holds a PhD in Education.

In her presentation to the EEC during their online visit to the College, she has informed the Committee that she is responsible for the teachers' in-service training and that she organises either face-to-face or online seminars, for both newly recruited tutors and for the existing teaching personnel. As she has informed EEC, during the academic year 2020-2021 she has organised the following in-service seminars:

- Teacher Training in Distance Learning and Blended-Learning (April, 2020)

- Enhancing Interactivity in Distance and Online Learning (February 21)
- Supporting students with Special Educational Needs (September 2020)
- Universal Design Learning and its principles (January 2020)

Furthermore, Dr Anastasiou informed EEC that, in each academic semester approximately 70-75% of the teaching staff is evaluated by her on teaching, via the method of lesson observations and critical reflection. Emphasis is given on newly recruited staff and on tutors that their teaching needed improvement.

Her presentation is still uploaded in the Programme's evaluation folder under the name "*07.14.118.011.001 Education Officer presentation.pdf*".

Teaching Staff Recruitment:

In our Application for Institutional Evaluation in page 45 (paragraph **7. Recruitment and selection process for academic staff**), which was submitted to the CYQAA in June 2020, the process of staff hiring is clearly stated and this process is strictly followed by the College. The relevant extract from the above Application appears in Annex "4".

The above recruitment policy had to be updated for the teaching staff of Bachelor level programmes of study in October 2020, after the EEC report for the Programme of study "Management of Pharmaceutical Scientific Detailing (4 years/240 ECTS/Bachelor)". Our "**Updated Policy for the Recruitment and Evaluation of personnel teaching in Bachelor Degree Level Programmes**" appears in the page 25 of our response to the EEC report for the above programme of study, dated 15 October 2020 and it appears in Annex "5".

Teaching staff promotion is related to evaluation, which takes place at the end of each academic year (please see Annex "4").

Teaching Staff Evaluation System (TSES)

The College has adopted a System for the Evaluation of the Teaching Staff, which is fully functional as from the current academic year 2020 - 2021. In his presentation to the EEC during their online visit to the College, the Head of Academic Affairs of Mr Demetris Englezakis, informed the Committee about the System and the areas for evaluation and appraisal for the Teaching Staff. These are the following:

AREAS OF EVALUATION AND APPRAISAL FOR TEACHING STAFF

- A. Performance in Teaching
- B. Professional Interactions Beyond the Classroom
- C. Involvement within the College Community
- D. Overall Behaviour
- E. Participation in Research Activities

For each of the above areas there are specific criteria. Each member of the Teaching Staff is evaluated on each criterion by various evaluators according to the nature of the criterion. Among the evaluators are the Educational Officer, the Programme Coordinators, the person responsible for the students' questionnaire etc.

The report for each member of the Teaching Staff is then presented to the various Evaluation Committees. The Chair of the Evaluation Committees is the College Director and members are the Programme Coordinator, the Head of Academic Affairs, the Education Officer and the Human Resource Officer of the College.

His presentation is still uploaded in the Programme's evaluation folder under the name *"07.14.118.011.001_Head of ac aff presnt A.Int Qul Comm B.Stud_Qust C.Teach_Eval.pdf"*.

3.2 Evaluation by students – student questionnaires

The College systematically surveys students' views on aspects of the teaching-learning process each semester and this process is well established for many years now.

The results of the analysis of the students' questionnaire are communicated to the College Director, the Programme Coordinators and the interested teachers and they are entered in the Teaching Staff Evaluation System as well.

They are used to improve the quality of the offered education in many ways.

The EEC was informed about this College activity by the Head of Academic Affairs Mr Demetris Englezakis during their online visit to the College – please see the above mentioned presentation *"07.14.118.011.001_Head of ac aff presnt A.Int Qul Comm B.Stud_Qust C.Teach_Eval.pdf"* in the Programme's evaluation folder.

- 3.3 We do agree with this EEC recommendation and we will make intensive efforts to have teachers' exchanges in the field of Logistics, in order to benefit from the exchange of experiences. These exchanges can be implemented in the framework of Erasmus+ Programme.
- 3.4 We agree with this EEC recommendation. Projects that students will conduct in the framework of the Programme of study give both the teachers and the students the opportunity to deal with limited research activities in the field of Logistics. Additionally, and despite the fact that this is a three-year vocational programme, teaching staff as well as students have the opportunity to participate in applied research projects organised by the KES Research Centre. For example, at this time, a project at the School of Business and Administration Studies under the title "The Export Potential Dynamics of the Cypriot Delicatessen Products registered as Protected Geographical Index (PGI) and Protected Designation of Origin (PDO)" is under development. Teaching personnel as well as students of the Logistics Programme are eligible to participate and they are encouraged to do so.

4. Student admission, progression, recognition and certification

(ESG 1.4)

A. Extracts from the EEC Report.

Areas of improvement and recommendations

- 4.1 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.
- 4.2 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.
- 4.3 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.

B. Actions taken by KES College on Student admission, progression, recognition and certification:

- 4.1 Student progression is known and we would say that it is well documented. What happened during the online EEC visit to our College, is that the College representatives didn't have direct access to the College Computer System so they were not able to immediately retrieve information and they were trying to remember certain figures instead. We admit though, that a better preparation from our side was necessary and we do apologise for this.
- 4.2 During discussion, we have informed EEC that at this time the Programme runs, being evaluated and accredited. The question was since when is the accreditation valid and all necessary information was finally given to the EEC.
- 4.3 As mentioned in 4.1 above, admission, progression, recognition and certification procedures are in place and they are well documented. We admit though, that a better preparation from our side, like having all relevant information in documents ready to be presented, was necessary and we do apologise for this.

5. Learning resources and student support

(ESG 1.6)

A. Extracts from the EEC Report.

Areas of improvement and recommendations

5.1 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.

B. Actions taken by KES College on Learning resources and student support

5.1 We do agree with the EEC's recommendation to invite increased number of guest lecturers involving senior managers and other practitioners in the logistics sector, with maritime / port expertise included. We assure you that this is already in our immediate priorities. KES College, as the only Higher Education Institution offering programmes of study in the field of Logistics in Cyprus, has an extensive network of companies and organizations in the Logistics sector and their officials are very willing to help us in many ways.

The names of some of these companies appear in our response regarding the creation of an Advisory Board for the Logistics Programme, which appears in paragraph 1.2 in page 3.

6. Additional for doctoral programmes

(ALL ESG)

N/A

7. Eligibility (Joint programme)

(ALL ESG)

N/A

B. Conclusions and final remarks

A. Extracts from the EEC Report

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.

B. Actions taken by KES College on Study programme and study programme's design and development:

KES College is thankful to the Committee of External Evaluation, for the in-depth study of the Programme under evaluation - accreditation and for submitting a detailed report.

The report identifies areas where improvements are needed and recommendations have been made.

We have studied the EEC report very carefully and we have accepted all recommendations as they appear in the paragraphs above, taking at the same time all necessary actions to improve the Programme.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Englezakis Demetris	Head of Academic Affairs	
Konstantinou Marina	Programme Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 22/07/2021