



Doc. 300.1.2

Date: 04/04/2024

Higher Education Institution's Response

- **Higher Education Institution:**
KES College

- **Town:** Nicosia

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

In Greek:

Ιατρικός Επισκέπτης (2 Έτη / 120 ECTS, Δίπλωμα)

In English:

Medical Representative (2 Years / 120 ECTS, Diploma)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The publicly available information of the programme, its structure and courses are outdated and should be revised in line with the documentation presented to the committee.</p>	<p>1.1. We acknowledge the concern raised by the Committee. However, our website provides details on the currently approved programme structure and courses. The proposed revisions as submitted in the structure of the Programme of Study, currently under evaluation, will be implemented on our website, following the granting of the final accreditation approval by CYQAA. We are committed to ensuring transparency and accuracy in our programme documentation in accordance to the standards and procedures set forth by the CYQAA.</p>	<p>Choose level of compliance:</p>
<p>For a diploma program at EQF5 level, the committee thinks that it is important to have sufficient emphasis on communication and language skills and therefore recommends keeping courses on English.</p>	<p>1.2. We appreciate the committee's emphasis on communication and language skills for EQF5 level diploma programmes. Recognising the importance of enhancing students' English proficiency, we have already taken steps addressing this recommendation. At KES College, we understand that students from various programmes may benefit from English courses to improve their communication skills. Therefore, we have designed two comprehensive English language courses at the intermediary (B1) and upper-intermediary (B2) level. These are available to students as optional, zero-credit offerings to complement the programme curriculum. These courses aim to provide students with</p>	<p>Choose level of compliance:</p>



	the opportunity to enhance their English language skills. Please refer to Appendix A for the syllabi of these courses. The courses are offered across two consecutive semesters in the first year of study.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The programme could be further improved if skills training such as “role play” simulations are added to the curriculum. These simulations mirror work-related scenarios and allow students to demonstrate their abilities in a realistic setting. This “role-play” could be embedded in the Communication course (Professional Communication, COMM107, is now a theoretical course).</p>	<p>2.1. Recognising the value of these simulations in providing students with practical, hands-on experience in work-related scenarios, we have taken prompt action to enhance the Communication course (Professional Communication, COMM107). The syllabus for this course has been modified accordingly (learning outcomes, course content, teaching methodology and assessment), in both Greek and English, to incorporate more “role play” simulations (please see Appendix B for the original syllabus of said course and Appendix C¹ for the revised course syllabus of said course in both Greek and English), providing students with the opportunity to apply theoretical knowledge in realistic settings, thereby enhancing their practical communication skills.</p>	<p>Choose level of compliance:</p>
<p>The format of written assessments could be further specified (multiple choice questions, essay type questions, etc) in the course descriptions.</p>	<p>2.2. We have duly noted the committee's recommendation regarding the specification of written assessment formats in course descriptions. In response, we have added the following note to the course syllabi (concerns only courses with final written examination as a means of assessment): <i>“Written examination has two parts that are examined as part of one exam paper. The first part includes</i></p>	

¹ Appendix C includes all the programme syllabi.

	<p><i>closed-ended questions, such as multiple choice questions, true or false, matching exercises, complete the gaps exercises, etc. The first part is usually worth 40% - 50% of the total marks of the exam paper. The second part includes open-ended questions that are meant to assess the students' abilities to analyse, reflect, explain, recall etc. The second part is usually worth 50% - 60%. The total marks of the exam paper are 100."</i></p> <p>This enhancement aims to provide greater transparency and guidance to our students. Please see Appendix C for more information.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC recommends the use of additional tools to assist teaching practices. For example, a software to identify plagiarism would be helpful to identify issues on the submitted coursework.</p>	<p>3.1. We appreciate the External Evaluation Committee's recommendation regarding the utilisation of additional tools to support teaching practices, particularly the need for plagiarism detection software. However, such a tool is already available to our teaching faculty and integrated into our e-learning platform, Moodle (whereby student papers are scanned for content originality when uploaded). Our faculty members are encouraged to utilise this plagiarism detection tool to ensure academic integrity and address any issues related to submitted coursework.</p>	<p>Choose level of compliance:</p>
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4. Student admission, progression, recognition and certification
 (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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5. Learning resources and student support
 (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>IT department relies only on one staff member. The EEC suggests putting a contingency plan in place in case of an emergency.</p>	<p>5.1. We acknowledge the recommendation from the External Evaluation Committee regarding the reliance on one staff member within our IT department and the importance of having a contingency plan in place for emergencies. However, it is imperative to highlight that we have an established partnership with the company H & S CLOUDTECH Limited, an external third-party vendor for additional support and expertise. This outsourcing arrangement enables us to augment our technical capabilities and ensure continuity of IT services, should any emergencies arise.</p>	<p>Choose level of compliance:</p>
<p>KES college facilitates internships at companies (not accredited), and the EEC encourages that this will be continued in the future and be more formalised.</p>	<p>5.2. We appreciate the encouragement from the EEC regarding our internship programmes. While we acknowledge that formalising these opportunities is not explicitly recommended, we value the committee's recognition of the importance of internships in our educational framework. We are positive on enhancing these initiatives by further formalising our internship programmes. This includes establishing structured frameworks, clear guidelines, and future formal agreements with participating companies to ensure the quality and effectiveness of the arranged internships.</p>	<p>Choose level of compliance:</p>



Additional for doctoral programmes

(ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC evaluated the program based on the provided literature and the on-site visit. The programme was found to have good standards and meet quality expectations.	We greatly appreciate the thorough evaluation conducted by the EEC, both through the review of the provided application and the on-site visit. It is gratifying to receive validation that our programme meets the expected standards of quality, strengthening our commitment to continuous improvement and educational advancement.	Choose level of compliance:
The publicly available information of the programme, its structure and courses are outdated and should be revised in line with the documentation presented to the committee.	Please see section 1.1. above.	Choose level of compliance:
For a diploma program at EQF5 level, the committee thinks that it is important to have sufficient emphasis on communication and language skills and therefore recommends keeping courses on English	Please see section 1.2. above.	Choose level of compliance:
The programme could be further improved if skills training such as “role play” simulations are added to the curriculum. These simulations mirror work-related scenarios and allow students to demonstrate their abilities in a realistic setting. This “role-play” could be embedded in the Communication course (Professional Communication, COMM107, is now a theoretical course).	Please see section 2.1. above.	Choose level of compliance:
The format of written assessments could be further specified (multiple choice questions, essay type questions, etc) in the course descriptions	Please see section 2.2. above.	Choose level of compliance:
The EEC recommends the use of additional tools to assist teaching practices. For example, a software to identify plagiarism	Please see section 3.1. above.	



would be helpful to identify issues on the submitted coursework.		
IT department relies only on one staff member. The EEC suggests putting a contingency plan in place in case of an emergency.	Please see section 5.1. above.	
KES college facilitates internships at companies (not accredited), and the EEC encourages that this will be continued in the future and be more formalised.	Please see section 5.2. above.	

C. Higher Education Institution academic representatives

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

Date: 04/04/2024

