

Doc. 300.1.1

Date: 24 May 2019

External evaluation report

- **Higher education institution:**

KES College.....

- **Town:** Nicosia.....

- **Programme of study (Name, ECTS, duration, cycle)**

In Greek: Ιατρικός Επισκεπτής 180 ECTS, 3 ετη

In English: Medical Representatives (3 years /
180 ECTS, Higher
Diploma)

- **Language of instruction:** English

- **Programme's status**

New programme:

Currently operating: X

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The EEC panel was briefed by Mrs. Anthi Prokopa, Education Officer of the Agency of Quality Assurance and Accreditation in Higher Education, who accompanied the panel to KES College.

The panel received presentations from the Director General of KES College (Petros Stylianou), program coordinator (Spyros Theocharous) and presenter from KES Research Centre (Dimitrios Sarris). These presentations covered the following topics:

- *Structure, the history and the programs of the college*
- *Program of Study, including*
 - o *Program structure and mission*
 - o *Program profile, including aims, objectives and learning outcomes*
 - o *feasibility study and collaborations*
 - o *student admission criteria*
 - o *faculty and teaching staff*
- *Dr Sarris presented the new initiative of the college, the KES Research Centre, including ongoing and completed studies.*

The panel asked questions throughout these presentations and there was an interesting and informative dialogue.

The panel was able to have a private meeting with the administrative staff, teaching staff, the educational officer and 4 students. In addition, there was an on-site visit and guided tour to the labs and library facilities.

The panel was able to scrutinize the following documentation before the visit:

- *200.1 Medical Representatives 3 Years/180 ECTS (EN and GR)*

During the meeting, the panel was given the following paper documents:

- *Student evaluation reports (GR)*
- *Sample course evaluation form (EN)*
- *PowerPoint slides program of study and KES college (EN)*
- *Sample lecture (slides) by educational officer (GR)*

B. External Evaluation Committee (EEC)

Name	Position	University
Dionysios (Dennis) Douroumis	Professor	University of Greenwich
Christos Panagiotidis	Professor	Aristotle University of Thessaloniki
Dimitrios Lamprou	Reader	Queen's University of Belfast
Anastasia Raoukka	Student	University of Cyprus
Elena Yiangou	Chair Medical Representative	Cyprus Medical Representatives Registration Council

C. Guidelines on content and structure of the report

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

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*

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

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 quality assurance of this program of study is ensured by the implementation of the General Quality Assurance Procedures applied in the College. Moreover, the College Administration team collects all the appropriate feedback for this course from students and academics, Furthermore, the college management team analyses the feedback and provides suggestions. The academic staff assures that the program is regularly evaluated in order to ensure, and further enhance, the overall quality of the learning experience for all students.

The course objectives, and student learning outcomes are clear and are appropriate for the curriculum of the proposed course. The course is in line with the institutional strategy.

There is a detailed description of what students are expected to cover for the successful completion of the course. It is designed to involve students and other stakeholders (e.g. past students, medical representatives, medical doctors and pharmaceutical companies). The program defines clearly the expected student workload in ECTS. Finally, the program is

periodically reviewed by taking into account the societal and market needs, students' workload and expectations.

Strengths

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

The program presents several areas of strength such as informative webpage, carefully designed learning outcomes, there is ECTS correspondence between credits and learning outcomes and high pass course rates.

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.

Areas of improvement should include more active student participation and also the program should involve more practical training which important for its success.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	8
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	8
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	9
1.3.2	The programme webpage information and material	9
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	9
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	8

1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	6
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	9
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	8
1.5.2	The programme's content	8
1.5.3	The methods of assessment	7
1.5.4	The teaching material	7
1.5.5	The equipment	8
1.5.6	The balance between theory and practice	6
1.5.7	The research orientation of the programme	5
1.5.8	The quality of students' assignments	
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	7
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	7
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	7
1.9	New research results are embodied in the content of the programme of study.	6
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.11	Students' command of the language of instruction is appropriate.	9
1.12	The programme 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.	8
1.13	The learning outcomes and the content of the courses are consistent.	9
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	9

1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	8
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	7
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	8
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	7
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	7
1.20	The admission requirements are appropriate.	7
1.21	Sufficient information relating to the programme of study is posted publicly.	8
1.22	The teaching methodology is suitable for teaching in higher education.	8

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.5: Students' participation procedures for the improvement of the programme and of the educational process

The internal quality assurance processes are well described overall with exception that no sufficient information has been provided on students' participation procedures for the improvement of the program.

1.5.6: The balance between theory and practice

The balance between theory and practice is not fully justified. The program is designed to involve increased teaching time.

1.5.7: The research orientation of the programme

The research orientation of the program is very low. However, it needs to be highlighted that such research orientation is not necessary for the under review vocational program.

1.9: New research results are embodied in the content of the programme of study

Very little evidence has been presented on how new research results are incorporated in the content of the programme.

Provide information on:

1. Employability records
 2. Pass rate per course/semester
 3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS
1. The employability of graduates is approximately 80%.
 2. The pass rate per course/semester is over 90% which is an excellent outcome.
 3. The ECTS number assigned to each course are appropriate and well aligned to the content of each course.

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant

Partially compliant

substantially compliant

Fully compliant

2. Teaching, learning and student assessment (ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and 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.*

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 academic staff employ a range of teaching and learning approaches to achieve learning outcomes such as active learning. The academic staff uses modern teaching approaches (group learning, case studies, online moodle features etc.). The teaching methods and learning aids are constantly assessed through the program leader, quality assurance officer and tutors to reflect continuous improvement and diversity.

The practical and theoretical studies are interconnected with visits to local hospitals and companies including meetings with doctors. The practical training is supervised by an experienced medical representative and course leader. The assessments are transparent and objective while students receive detailed feedback. The assessment methods are chosen based on the course specification and it might include summative coursework, essays, tests and final exams.

Strengths

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

Areas of strength include low number of students per class, effective communication between students and the faculty and active student participation.

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 only recommendation proposed by the panel is that the program should take more concrete measures to enhance students enquire learning.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	9
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	8
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	8
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	8
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	8
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	8
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	8
2.10	It is ensured that teaching and learning are continuously enriched by research.	6
2.11	The programme promotes students' research skills and inquiry learning.	5
2.12	Students are adequately trained in the research process.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.10: It is ensured that teaching and learning are continuously enriched by research

The panel was not provided with sufficient information of how teaching and learning are continuously enriched by research.

2.11: The programme promotes students' research skills and inquiry learning.

It is not sufficiently clear how the program promotes student research skills and enquiring learning. However, research skills are not considered compulsory for the specific vocational program

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant

Partially compliant

substantially compliant

Fully compliant

3. Teaching Staff (ESG 1.5)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

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 recruitment of teaching staff is transparent and involves the participation of the program leader, quality assurance manager and HR. The recruitment process ensures that academic qualifications and teaching experience are adequate to achieve learning objectives and outcomes. All new member staff are required to present MSc or PhD higher education degrees. Teaching involves partial involvement from other HEI in Cyprus and Erasmus student exchange.

There is an early stage initiative to connect teaching and research involving students and academics. Student are involved in the evaluation of teaching staff and provide written feedback. The results are taken in account and analysed by an academic committee. Teaching staff is continuously evaluated in terms of teaching performance following internal processes (quality manager) while they receive training session twice a year before the beginning of each semester.

Strengths

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

Areas of strength include the following: the program coordinator is of excellent quality and experience; the overall teaching staff is of good quality and have appropriate experience to cover teaching material. There is a very good student/staff ratio.

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.

No proposed areas of improvement.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	8
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialisation	8
3.2.2	Research and Publications within the discipline	5
3.2.3	Experience / training in teaching in higher education	7
3.3	The programme attracts visiting professors of recognized academic standing.	*
3.4	The specialisations of visiting professors adequately support the programme of study.	*
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	8
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	8

3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10
3.8	The teaching load allows for the conduct of research and contribution to society.	8
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	10
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	*
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	8
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2.2: Research and Publications within the discipline

Research and Publications of teaching staff are modest. However, this does not affect the ability for productive contribution towards the programme learning outcome.

3.3/3.4 & 3.10

The above indicators do not apply for evaluation of the specific vocational programme

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff. However, in the present program only 8 out of 18 teaching staff (45%) holds a permanent position.

Please circle one of the following for:

Teaching Staff

Non-compliant

Partially compliant

substantially compliant

Fully compliant

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and 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.

The admission requirements for students require a certificate of Apolytirion of Lykeion. The student objectives throughout the duration of the studies require the following:

1. Practice the profession of the Medical Representative, giving in-depth and accurate information regarding the pharmaceuticals they are presenting.
2. Practice their profession on the basis of the corresponding professional ethics and deontology;
3. Acquire the necessary scientific knowledge (chemistry, pharmacology, anatomy, physiology and more) so that they can understand in depth the characteristics of the pharmaceuticals they are presenting;
4. Acquire communication skills and marketing knowledge as part of the promotion of the pharmaceutical products.

Students receive additional support by the teaching staff by taking in account personal capabilities and skills.

KES evaluates the success of their graduates by the employability rates and continuously receives feedback from past students which are regularly invited by the college. Students'

feedback is taken in account and used to improve the delivery of teaching and programs content. The college takes into consideration students' personal circumstances (e.g. work load) and provides flexibility in teaching hours (e.g. morning and afternoon sessions).

Strengths

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

The areas of strength include welfare service, excellent communication between teaching staff and students, along with excellent mentoring.

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 panel has no suggestions for areas of improvement.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	7
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	6
4.3	The programme's evaluation mechanism, by the students, is effective.	8
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	8
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	9
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10

4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	7
4.9	Students are satisfied with their learning experiences.	8

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.2: The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.

KES college does not provide a diploma supplement. However, they provide an analytical description of modules and marks for the entire program.

Please circle one of the following for:

Students

Non-compliant

Partially compliant

substantially compliant

Fully compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

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?*

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 courses are placed on the e-Learning platform and are easily accessible to the students.

- The facilities and the equipment for the delivery of the course are of high standards while there is on site support for students (Student Welfare Centre).
- The academic staff receives continuous training and support for the course delivery.
- relevant material is accessible on the e-Learning Platform (e.g. Moodle, e-library)
- IT rooms are provided to assist students' studies
- Online books including hardcopies are provided and renewed to meet student needs
- Teaching classrooms are of satisfactory quality and recently a new theatre has been built to enhance teaching experience.
- Lab space with virtual demonstrations are provided to students

Strengths

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

Areas of strength include an excellent library loan system and excellent student welfare services.

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 suggested literature for each course should be updated with recent publications (e.g. books, articles).

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	9
5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	10
5.4	The laboratories adequately support the programme.	7
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	8
5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	8
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	8
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	8
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Resources

Non-compliant

Partially compliant

substantially compliant

Fully compliant

6. Additional for distance learning programmes (ALL ESG) **N/A**

Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*

- *Bibliographic references and suggestions for further study*
- *Number of assignments/papers and their topics, along with instructions and additional study material*
- *Synopsis*

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.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction:	
	6.2.1 Among students	
	6.2.2 Between students and teaching staff	
	6.2.3 Between students and study guides/material of study	
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	

6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	
6.8	Assessment consistency is ensured.	
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	
6.17	Students' weekly assignments are appropriate for the level of the programme.	
6.18	Feedback on students' assignments is regular through concrete and published procedures.	
6.19	The quality of students' final exams is ensured and evidenced.	
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

7. Additional for doctoral programmes (ALL ESG) **N/A**

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*
- *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 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.*

- *The process of submitting the dissertation to the university library is set.*

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.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	

7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	
7.13	There is a clear policy on authorship and intellectual property.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for doctoral programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

8. Additional for joint programmes (ALL ESG) *N/A*

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of 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.

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.

from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	
8.5	The joint study programme is based on the needs of the target group and of the labour market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study programme.	
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	
	8.10.2 The collaboration between/among the institutions delivering the programme	
8.11	The jointness of the programme development is effective.	
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

D. Conclusions and final remarks

Summary of the findings, strengths, areas of improvement and recommendations for each assessment area. 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.

The panel examined thoroughly the Program Specifications, the relative documents, the facilities and had extensive discussions with academics, students and technical support staff. The panel recommends accrediting the 3-year Program of Medical Representative. The panel also identified some areas that the program could be further improved.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Dionysios (Dennis) Douroumis	
Christos Panagiotidis	
Dimitrios Lamprou	
Anastasia Raoukka	
Elena Yiangou	

Date: