

Doc. 300.1.3

Date: September 26, 2019...

Feedback report from EEC experts

Higher education institution: KES College

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

In Greek: “Ιατρικοί Επισκέπτες (3 Έτη / 180 ECTS, Ανώτερο Δίπλωμα)”

In English: “Medical Representatives (3 Years / 180 ECTS, Higher Diploma)”

- **Language of instruction: Greek**
- **Programme’s status**

New programme:

Currently operating: ✓

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 2019” [136 (I)/2015 and 35(I)/2019]».

A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dennis Douroumis	Professor	University of Greenwich
Dimitrios A. Lamprou	Professor	Queen's University Belfast
Christos A. Panagiotidis	Professor	Aristotle University
Anastasia Raoukka	Student	University of Cyprus

B. Guidelines on content and structure of the report

- The EEC based on the external evaluation report (Doc.300.1.1) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- Below each assessment area the EEC must circle the degree of compliance.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

1.1 Areas of improvement and recommendations

"Areas of improvement should include more active student participation and also the program should involve more practical training which important for its success" (page 4)

Actions taken by KES College

In page 3, EEC's findings underline that *"moreover, the College Administration team collects all the appropriate feedback for this study programme from both students and the teaching personnel. Furthermore, the college management team analyses the feedback and provides suggestions based on this. 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."*

We would like to emphasize that KES College's students actively participate in the relevant procedures for the further improvement of the programme by systematically taking part into College's survey that is conducted in the KES College's premises. The students give their feedback via suitable questionnaires delivered to them in each semester in paper form in order to have increased response rate and secure the best quality of the results.

Furthermore, there are student representatives in various College's Committees, such as the College Internal Quality Assurance Committee, the School of Health Studies Internal Quality Assurance Committee, and the Administration Committee etc.

Regarding the practical training, following the EEC recommendation, we have increased the weekly periods of the practical training in the 6th semester, from 6 to 8. Please see Annex "1" in page 9. The Modified Programme Structure "Medical Representatives" (3 years/180 ECTS, Higher Diploma). Changes are in yellow.

1.2 Quality indicators/criteria

1.2.1 (Indicator/criterion 1.3.5): *"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" (page 6).*

Actions taken by KES College

Please see our response in regards to students' participation procedures for the improvement of the program in the paragraph 1.1 above where we emphasize that KES College's students actively participate in procedures for the improvement of the programme improvement via the use of the questionnaires. In addition, we referred to student representatives in various College committees, such as the College Internal Quality Assurance Committee, the School of Health Studies Internal Quality Assurance Committee, and the Administration Committee etc.

1.2.2 (Indicator/criterion 1.5.6): *"The balance between theory and practice is not fully justified. The program is designed to involve increased teaching time" (page 6).*

Actions taken by KES College

One of the measures taken in order to improve the balance between theory and practice is that of increasing the periods of the practical training in the 6th semester, from 6 to 8, as stated in paragraph 1.1 above.

We have also modified the overall approach of two courses from being purely theoretical to a combination of theoretical and practical, by making a few amendments to the syllabus respectively. In this way the opportunity is given to the students to have more practical experience. These courses are the following:

- a) PHRM221 Medical Devices
- b) COMM203 Professional Communication

Please see the slightly modified syllabi of the above courses in Annex “2” in page 12. Changes are in yellow.

1.2.3 (Indicator/criterion 1.5.7): *“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” (page 6).*

Actions taken by KES College

The aim of the newly established KES Research Centre is to primarily increase the number of research activities for both the teaching staff and the students. Despite the fact that EEC considers that the research orientation of the under review vocational program is not necessary, KES Research Centre gives opportunities to all teaching staff to participate in applied research projects which can also involve students of all programmes of study.

It is worth mentioning that the programme under evaluation has been modified from its current running form accordingly, by adding two new courses that are relevant to research: These are PRCT320 Research Methods in Medicine and Health Science in the fifth (5th) semester and PRCT321 Final Project in the sixth (6th) semester.

1.2.4 (Indicator/criterion 1.9): *“New research results are embodied in the content of the programme of study” (page 6).*

Actions taken by KES College

Please see our response in the paragraph 1.2.3 above.

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)

2.1 Areas of improvement and recommendations

“The only recommendation proposed by the panel is that the program should take more concrete measures to enhance students enquire learning” (page 8).

Actions taken by KES College

As explained to the EEC, KES College employs a highly qualified educational officer (PhD in Education) on a permanent basis. Her main role is to improve the quality of teaching and learning at the College by organizing continuous in-service training activities for the teaching staff. The student-centred approach is promoted and a variety of contemporary teaching methods including inquiry-based learning are presented to the teaching staff. The Educational officer systematically visits the teaching staff in classrooms during the lesson and supports each one of them by giving constructive feedback on his / her methods of teaching and their teaching approach.

We can note that our approach in systematically educating teaching staff in instructional technology and contemporary teaching methods has positive effects on students learning.

2.2 Quality indicators/criteria

2.2.1 (Indicator/criterion 2.10): *“The panel was not provided with sufficient information of how teaching and learning are continuously enriched by research” (page 9).*

Actions taken by KES College

As explained in paragraph 1.2.3 above, two new research-oriented courses, a) PRCT320 Research Methods in Medicine and Health Sciences and b) PRCT321 Final Project were introduced, comparing to the current running form of the programme. Therefore, it is expected that teaching and learning will be enriched when the programme will be offered in its new form, soon after the accreditation. Additionally, the newly established KES Research Centre gives opportunities to all teaching staff to participate in applied research projects which can involve students of all programmes of study.

2.2.2 (Indicator/criterion 2.11): *“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” (page 9).*

Actions taken by KES College

Please see our response in the paragraphs 1.2.3 (relevant to research) and 2.1 (about inquiry learning) above.

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)

3.1 Quality indicators/criteria

3.1.1 (Indicator/criterion 3.2.2): “Research and Publications of teaching staff are modest. However, this do not affect the ability for productive contribution towards the programme learning outcome” (page 12).

Actions taken by KES College

Please see our response in paragraph 1.2.3 above

3.2.2. (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” (page 12).

We are very optimistic about the future of the programme due to the very recent introduction of the General Healthcare System (GHS) in Cyprus. The small number of students in the programme under evaluation today is due to the temporary uncertainty that exists for the potential students due to the pre-implementation phase of GHS. Due to this uncertainty, the ratio of the permanent and part-time teaching staff has changed disproportionately (decrease of the number of permanent staff comparing to the part- time staff).

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)

4.1 Quality indicators/criteria

4.1.1 (Indicator/criterion 4.2): “KES College does not provide a diploma supplement. However, they provide an analytical description of modules and marks for the entire program” (page 15).

Actions taken by KES College

KES College has taken all necessary measures so that Diploma Supplement will be provided to all eligible students graduating from any programme of study, effective of the academic year 2019 – 2020.

Please circle one of the following for:

Students

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

5. Resources (ESG 1.6)

5.1 Areas of improvement and recommendations

The suggested literature for each course should be updated with recent publications (e.g. books, articles) (page 17).

Actions taken by KES College

Altogether, 39 new book titles of recent publications were added in the programme literature.

See a list of new books in Annex “3” in page 106, together with the courses where each of books has been added.

In Annex “2” (page 12), the new publications appear in yellow in the syllabi of the courses.

Please circle one of the following for:

Resources

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant

Partially compliant

Substantially compliant

Fully compliant

A. Conclusions and final remarks

The EEC's report clearly stated that the program is of good quality, overall, but had suggested few areas of improvement (not as a major criticism but as guide for future improvements by KES college). It is positive that the response drafted by the academic representatives of KES college indicates that some actions have already been taken (i.e. the addition of a number of more recent books in the suggested course bibliography), and that some additional actions (e.g. more practical training, the provision for a Diploma Supplement) are to be implemented in the near future.

B. Signatures of the EEC

Name	Signature
Christos Panagiotidis	

Dimitrios Lamprou	

Date: *September 26, 2019*