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Date: 14 July 2020

# External Evaluation Report (Programmatic)

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

## In Greek:

Διοίκηση Φαρμακευτικής Επιστημονικής Ενημέρωσης  
(4 έτη/240 ECTS, Πτυχίο)

## In English:

Management of Pharmaceutical Scientific Detailing (4  
years/240 ECTS/Bachelor)

- **Language(s) of instruction:** Greek
- **Programme's status**  
**New programme:** No  
**Currently operating:** No

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. Introduction

*Due to the exceptional circumstances stemming from the COVID-19 pandemic, all briefings and meetings were web-based, and no physical visit to the KES College site was performed. All the pertinent documentation was available to the panel members through a Cloud-based service (Google drive), including a short video-based, virtual tour of the KES College facilities.*

*The EEC panel was briefed Mrs. Alexia Pilakouri, Education Officer of the Agency of Quality Assurance and Accreditation in Higher Education, on Friday 10/07/2020, and the online evaluation meeting took place on Monday 13/07/2020.*

*The panel listened to the presentations of the Director General (Mr. Petros Stylianou) and the Head of Academic Affairs (Mr. Demetris Englezakis) of KES College, followed by those of the program coordinator (Ms. Andria Savvidou) and the Director of the KES Research Centre (Dr. Dimitrios Sarris). These presentations covered the following topics:*

- *A presentation of the history and the facilities of the Institution (KES College), including its mission, structure and the programs offered by the college.*
- *Program of Study, including*
  - *Program structure and mission*
  - *Program profile, including aims, objectives and learning outcomes*
  - *Feasibility study and collaborations*
  - *Student admission criteria*
  - *Faculty and Teaching staff*
- *Dr Sarris also gave a brief presentation of the KES Research Centre, a not-for-profit research organization established by KES College, including information on some ongoing and completed studies.*

*During the course of the presentations, the panel members asked several questions and received clarifications on a number of issues.*

*The panel also had an extended meeting with the Program Coordinator (Ms. Andria Savvidou), the Education Officer of the Institution (Dr. Elena Anastasiou) and the teaching staff (although several critical members did not attend the meeting) who presented their academic qualifications, research and teaching experience, as well as their teaching responsibilities within this program. Additionally, the panel had private web-based meetings with members of the administrative staff, and three students of related programs (i.e. Medical Representatives 2year/Diploma and 3year/Higher Diploma programs). During the course of all the above-mentioned meetings the panel members asked several questions and engaged in a constructive and informative dialogue.*

*As stated above, all relevant documents, including copies of the presentations, had been uploaded by the Institution to a Cloud-based service (Google Drive) from which the panel members easily downloaded and studied the following documentation before the visit:*

- *07.14.118.026\_application\_programme\_study\_GR.pdf.pdf*
- *07.14.118.026\_application\_programme\_study\_EN.pdf*
- *07.14.118.026\_Academic\_Personnel\_Update\_2\_7\_2020\_GR.pdf.pdf*
- *07.14.118.026\_PRESENT\_EDUC\_OFFICER\_ROLE.pdf.pdf*
- *07.14.118.026\_PRESENT\_INTERN\_QUAL\_COMM.pdf.pdf*
- *07.14.118.026\_PRESENT\_KES\_RESEARCH\_CENTRE.pdf.pdf*
- *07.14.118.026\_SAMPLE\_TEACH\_MONITOR\_FORMS.pdf.pdf*
- *07.14.118.026\_Student\_Questionnaire\_Sample\_GR.pdf.pdf*

*Since the Panel members were not able to visit the host institution and inspect the available teaching and meeting rooms, laboratories, library, computer and other relevant facilities, a virtual visit was performed with the help of technology (a video-based, virtual tour of the KES College facilities).*

## B. External Evaluation Committee (EEC)

<b>Name</b>	<b>Position</b>	<b>University</b>
<b>Christos Panagiotidis</b>	Professor	Aristotle University of Thessaloniki
<b>Emmanuella Plakoyiannaki</b>	Professor	University of Vienna
<b>Nikoletta Fotaki</b>	Professor	University of Bath
<b>Antonis Pilavas</b>	Student	University of Cyprus
<b>Name</b>	Position	University
<b>Name</b>	Position	University

## Guidelines on content and structure of the report

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

#### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

#### **1.1 Policy for quality assurance**

##### **Standards**

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

## 1.2 Design, approval, on-going monitoring and review

### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
  - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
  - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
  - *is reviewed and revised regularly involving students and other stakeholders*

## 1.3 Public information

### Standards

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

## 1.4 Information management

### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

### Findings

The academic institution (KES College) has appropriate overall facilities and structures to support the implementation of a number of good quality, mainly vocational, programs leading to Diplomas (2-year programs) or Higher Diplomas (3-year programs). The quality of these programs is monitored, by the College, using a number of appropriate Quality Assurance Procedures, including feedback for each course from students and academics. It has been explained to the members of the Panel that this feedback is analyzed by the college management team, which tries to further enhance the overall quality of the program and the learning experience for the students.

The purpose, objectives, and learning outcomes of the program were presented. The program defines the expected student workload in ECTS, although some aspects regarding the relative workload are not fully clear (e.g. in Semester 1, "Cell Biology" is assigned only 4 ECTS compared to the 7 ECTS allocated for "General English", and in Semester 2, "Elements of Biotechnology" 2 ECTS compared to 6 ECTS allocated to "Greek and English Medical Terminology").

The intended program in its proposed form, as a four-year Bachelor, requires further justification. The structure and content of the program include only compulsory modules and requires substantial revision. The program coordinator is committed and enthusiastic to the running of the program. It is further anticipated that this Program may suit the needs of labor markets in Cyprus, as well as globally.

### Strengths

The Program offers a very interesting amalgamation of two important scientific disciplines: Pharmacy and Management. Such a combination can have a significant potential to train the next generation of managers in the Pharmaceutical market and is a good fit both with the local economy and global markets.

### Areas of improvement and recommendations

1. A revision in five particular aspects of the program is advised, as analyzed below:
  - a) Redistribution of Management courses in the four years of study. KES College is advised to better prioritize introductory courses. For example, "Principles of Marketing", "Introduction to Management" and "Introduction to Economics" could be included in the first years of study. In its present form, the Program is too heavy on the Management side during the years 3 and 4.



- b) Redistribution of Pharmacy and Life Sciences courses in the four years of study. For example, basic courses such as “Biochemistry” should be earlier in the curriculum (currently in Year 3) and the course on “Elements of Biotechnology” should be later in the curriculum (currently in Year 1).
  - c) Rationalization of allocation of ECTS units, which is not always balanced: e.g. “Public Relations” (7 ECTS) carries too many ECTS units compared to “Principles of Marketing” (4 ECTS), and the same applies to “General English” (7 ECTS) and “Greek and English Medical Terminology” (6 ECTS) when compared to ECTS units allocated to “Cell Biology” (4 ECTS) or “Elements of Biotechnology” (2 ECTS). Overall, courses that provide the overarching theoretical framing and the key concepts of a discipline invite more ECTS units.
  - d) Elimination of overlaps among similar courses, e.g. “Public Relations”, “Integrated Marketing Communication”, “Professional Communications”, “Interpersonal Communication”, “Effective Organisation and Sales Administration”. The Panel proposes better integration of these courses to avoid repetition.
  - e) Inclusion of new courses. Students are exposed to Accounting only once, with the “Principles of Accounting” course. However, they could benefit from the introduction of additional courses such as “Costing” and “International Business” (especially given the global character of the pharmaceutical industry in Cyprus and its export intensity). The Panel further recommends that some areas that are not fully developed in the present form of the Program should be covered by appropriate Courses, e.g. critical areas such as Pharmacovigilance and Clinical Trial design are not properly represented in the current Program of study.
2. The program of study currently includes only compulsory modules. Although this is acceptable, we believe that introduction of elective modules may add to the diversity of options for the student in the medium-term. This would also enhance the quality in the years to come.
  3. A balanced approach between theory and practice. Currently, the proposed program of study could benefit from deeper theoretical focus across a vast array of taught modules. Furthermore, the students would greatly benefit from the inclusion of laboratories in some critical courses, e.g. “Cell Biology”, “Elements of Biochemistry”, “Physiology I”, “Physiology II”, “Pharmacology I”, “Pharmacology II”, “Elements of Pharmaceutical Technology” etc. Additionally, the Panel finds that the course on “Entrepreneurship” requires further theoretical strengthening.
  4. Program syllabi could include the content of lectures per week. Currently, the information is rather unstructured.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

### Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology**
- 2.2 Practical training**
- 2.3 Student assessment**

### **2.1 Process of teaching and learning**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for 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.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

### Findings

The academic staff will employ a range of teaching and learning approaches and tools relevant to the program of study. The teaching approaches are overall appropriate (group learning, case studies, etc.), although the contribution of laboratory training is too limited for a program leading to a Bachelors' degree. 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 student assessment process and methods are not chosen based on the course specification but are exactly the same across all the Program courses, involving the same four aspects in each course, i.e. class participation 10%, projects 20%, intermediate written examination 20% and final written exam 50%. By and large, all courses have the same assessment units which are factored similarly across all courses.

The information provided with regard to "Thesis I" and "Thesis II" is very limited especially considering the gravity of these courses in the ECTS allocation of units. Specifically, there is limited information on the thesis areas and potential topics, the task organization and supervision process, and the assessment criteria.

### Strengths

The teaching staff is a mix of experienced and early career instructors who are willing and committed to their teaching activities and to achieving the program's objectives. A significant investment has been made in IT infrastructure (e.g. Moodle, MS teams) that supports online teaching, which is a critical issue especially during the current COVID-19 pandemic.

### Areas of improvement and recommendations

- 1) The Panel would invite KES College to revisit allocation of courses so as a better fit is achieved between staff expertise and course content (e.g. Pharmacoeconomics, Law). Moreover, it is advisable for research-active staff (as evidenced by their CVs) to undertake teaching of research related courses.
- 2) The Panel proposes to rethink student evaluation across all courses and clarify the content of assessment and marking criteria. Student assessment processes are currently largely under-developed with no clarity of examination procedures, first and second marking, content of assessment, grading criteria, student appeal procedures etc. Connection of assessment and learning objectives can further benefit the program.
- 3) More clear information should be provided on the potential topics, the task organization and supervision process, as well as the assessment criteria, of "Thesis I" and "Thesis II".
- 4) Research-led teaching and innovative teaching methods could warrant further thinking, discussion and implementation. In particular, there is evidence that currently some staff undertake research activities and published output, but this output is weak especially as to the quality of publications in academic journals. There is also not enough evidence of synergy

between research and teaching. The Panel members find that there is a need for staff to engage more in high calibre research activity, which can have beneficial effects on teaching and the reputation of this Bachelor’s program and KES College.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Non-compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

#### **3.1 Teaching staff recruitment and development**

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

### 3.2 Teaching staff number and status

#### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### 3.3 Synergies of teaching and research

#### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

#### Findings

The number of the members of the teaching staff is sufficient to support the implementation of the program. However, the qualifications of some teaching staff were not fully aligned with the level and content of courses within a study program leading to a Bachelor's degree. Furthermore, it is unclear whether the teaching staff status (full time versus part time staff) and overall workload would allow for adequate delivery and sustainability of a Bachelor's degree program.

The administrative and support staff are well equipped and driven to further support the program. The students of KES College that were interviewed by the Panel appeared to be positive on the staff input in their studies (it has to be noted that since the program has not started yet, the students that were interviewed by the Panel were registered in the related 2 and 3 year Medical Representatives programs).

Teaching staff will be continuously evaluated in terms of teaching performance following internal processes (quality manager) while they are planned to receive training sessions twice a year before the beginning of each semester. Overall, staff members were very willing and positive throughout the evaluation process. Still, it should be noted that some teaching staff, highly involved in teaching activities, were absent without sufficient justification.

#### Strengths

The teaching staff was very willing to engage in their responsibilities, as evidenced by the positive student feedback.

Teaching staff performance is continuously evaluated, and relevant feedback and mentoring is regularly provided to them by the Institution.

Areas of improvement and recommendations

- 1) Recruitment in KES College could emphasize further the quality of staff in terms of degrees earned, quality of awarding institutions, academic profile, research activity and teaching experience. Further research-active staff could be recruited, and it would be beneficial to revisit the full time versus part-time staff ratio. This will positively reflect on the quality and sustainability of the proposed Bachelor’s program.
- 2) Teaching staff’s scholarly and research output and quality of journal articles need to significantly improve. To this end, time and provision of resources and incentives for research to teaching staff would need to be enhanced (and have to be included clearly in the work allocation model). This would enhance the research-led teaching dimension, which is essential for a Bachelor’s level program, and the research profile of the whole Institution.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Non-compliant

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

##### Sub-areas

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

##### 4.1 Student admission

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

##### 4.4 Student certification

###### Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

### Findings

The submitted and presented material provided some but not sufficient or clear information on key admission criteria. Additionally, the documents provide evidence that student transfers are allowed between programs offered by the Institution and describe the general process. However, the Panel finds that more clear information is required given that, unlike most other programs of the Institution that lead to Diplomas and Higher Diplomas, the present program leads to a Bachelor's degree. The conditions, and process, for student transfers from other Private Schools of Tertiary Education (I.S.T.E.) or other universities during the academic year or in the beginning of the 2nd year is described with sufficient detail and clarity.

Processes and tools to collect, monitor and act on information on student progression, are in place.

### Strengths

The description of the conditions, and process, for student transfers from other equivalent-level institutions is detailed and clear. Processes and tools to collect, monitor and act on information on student progression, are in place.

### Areas of improvement and recommendations

Further details should be provided on the admission criteria for both local and foreign students (desired grades or levels of performance; Greek language qualifications). Additionally, the transfer process, and academic criteria, from lower level programs (Diploma or Higher Diploma) to this Bachelor's-level program should be established and justified.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Non-compliant
4.2	Student progression	Compliant
4.3	Student recognition	Non-compliant
4.4	Student certification	Partially compliant



## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

### Findings

Resources and bibliography (recommended textbooks) have been provided in all course syllabi. The course material will be placed on the e-Learning platform (e.g. Moodle, e-library) and be easily accessible to the students.

The teaching classrooms and other facilities for the delivery of the courses are of good standard while there is on site support for students (Student Welfare Centre). Student support was also discussed with relevant teaching and administrative staff. Moreover, interviewed students expressed their satisfaction with the overall guidance provided to them from teaching and administrative staff, and they also noted that (formal and informal) personal support is provided for problem resolution. It became apparent from student interviews, that the preparation and study of different courses primarily relies on teaching staff notes and powerpoint material, and less on the study of textbooks and other academic resources including scientific journals. The library services available to students are of good standard.

### Strengths

The provided student welfare services, library services and the student support for future employment are at a very good level. The teaching and administrative staff are willing to resolve student problems and provide sufficient support to students looking for practical training placement. Student mobility is encouraged through Erasmus+ opportunities although this dimension of the study program could be better exploited.

### Areas of improvement and recommendations

- 1) The Panel finds that, given the academic level of the proposed Bachelor's study program, the quality and depth of learning resources in the course syllabi warrants substantial improvement. For instance, prolific academic articles and key academic journals in all disciplinary areas should be included in the study material.
- 2) Further emphasis should be placed on the quality of suggested teaching material, as well as on linking student preparation and study to high quality textbooks and academic resources (rather than teaching staff notes and/or lecture slides).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

## 6. Additional for distance learning programmes (ALL ESG)

### Sub-areas

- 6.1 Distance learning philosophy and methodology
- 6.2 Distance learning material at the appropriate level according to EQF
- 6.3 Interaction plan and Interactive weekly activities
- 6.4 Study guides

### 6.1 Distance learning philosophy and methodology

#### Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *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.*

### 6.2 Distance learning material at the appropriate level according to EQF

#### Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *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.*

### 6.3 Interaction plan and Interactive weekly activities

#### Standards

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

### 6.4 Study guides

#### Standards

- *A study guide for each course, fully aligned with distance learning philosophy and 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, and students' activities 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*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

#### Findings

N/A

#### Strengths

N/A

#### Areas of improvement and recommendations

N/A

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

## 7. Additional for doctoral programmes (ALL ESG)

### Sub-areas

**7.1 Selection criteria and requirements**

**7.2 Proposal and dissertation**

**7.3 Supervision and committees**

### 7.1 Selection criteria and requirements

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### 7.2 Proposal and dissertation

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*



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

### 7.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

#### Findings

N/A

#### Strengths

N/A

#### Areas of improvement and recommendations

N/A

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Selection criteria and requirements	Not applicable
7.2	Proposal and dissertation	Not applicable
7.3	Supervision and committees	Not applicable

## 8. Additional for joint programmes (ALL ESG)

### Sub-areas

- 8.1 Legal framework and cooperation agreement**
- 8.2 The joint programme**

### **8.1 Legal framework and cooperation agreement**

#### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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*

### **8.2 The joint programme**

#### Standards

- *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.*
- *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

N/A

#### Strengths

N/A

#### Areas of improvement and recommendations

N/A

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
8.1	Legal framework and cooperation agreement	Not applicable
8.2	The joint programme	Not applicable

### C. Conclusions and final remarks

The Panel examined thoroughly the Program Specifications, the relative documents, the facilities and had extensive web-based discussions with the administration, academics, students and support staff.

The Panel found that at this time the proposed 4 year/240 ECTS/Bachelor study program entitled “Management of Pharmaceutical Scientific Detailing” cannot be accredited since it does not fully meet the academic criteria necessary for a program of that level.

The Panel identified some strengths in the proposed program, but it also identified many areas that need to be improved before the Program is reconsidered for accreditation. The Panel made an effort to provide a report that is sufficiently detailed in order to allow the applicants clearly understand the reasons underlying its decision, and help them identify all the areas that need to be improved in order to construct a high-quality, academically sound Bachelor’s-level study program.



#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Christos Panagiotidis</b>	
<b>Emmanuella Plakoyiannaki</b>	
<b>Nikoletta Fotaki</b>	
<b>Antonis Pilavas</b>	
Click to enter Name	
Click to enter Name	

**Date:** 14 July 2020