

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
Ledra College
- **Town:** Nicosia
- **Programme of study** Health Sciences (1 year, 60 ECTS, Certificate)

In Greek:

Επιστήμες Υγείας

In English:

Health Sciences

- **Language(s) of instruction: English**
- **Programme's status:** New
- **Concentrations (if any):** N/A

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>It is not clear whether the Certificate will be recognised by universities as a route into traditional undergraduate physical and bio-medical science degree programmes. Ledra College were not able to provide written documentation supporting the claim that several overseas universities would accept the Certificate as a route into their undergraduate science programmes. Documentation from universities should be provided which states explicitly that the Certificate in Health Sciences provided by Ledra College will be recognised by them. The Certificate may be a useful qualification for the health labour market, but this is difficult to assess at the current time. Greater involvement of health employers in the design and development of the programme could perhaps help in this regard.</p>	<p>Ledra College confirmed and proved that our secondary level pre-medical course under UKFC branding name has been approved with written statements and numerous examples of student progressions. UKFC is the school under which the foundation course is currently delivered as a secondary education level preparation course. Our Premedical course is also known in Cyprus as CYPF, Cyprus Foundation Course and MedFc Premedical foundation course. ALL Secondary Education level. We have been in discussions with HE institutions informing them about the delivery of this HE certificate and once this is validated by CYQAA we will proceed with syllabus submission for the establishment of the validation from them. Once these universities accepted our secondary education course, they are eagerly expecting our HE one for validation. We have chosen to make small and steady steps in the delivery of health and biomedical related courses in our college enabling us to deliver best quality and support to our students. We started with Secondary Education provision, we are now ready for the one year HE delivery Our collaboration in student placement in health-related degrees in the UK provided us with substantial experiences to be able to run these courses in our own institution and still maintain our collaborations with them. Attached evidences provided and our contacts in the UK for verifications of what we state above.</p>	<p>Choose an item.</p>
<p>There is a discrepancy on the number of students to be enrolled for this Health Certificate programme within the application and the in-person discussion with the College (on page 13: 16 students per year; on page 16: over 350 within 5 years; on page 95: 16 per semester). After discussing this during the evaluation, it seemed that the plan is to accept two cohorts of 16 students each Fall semester, thus annually 32 students. This should be clearly stated in the public information on the course.</p>	<p>Proposed number of students We expect to register students 32 in the first year and as the program will be becoming more established, we aim for an increase of at least students 6 per year for the following 4 years. This prediction is mainly based on statistics that have to do with student enrollments in similar programs in the market and on the experience of the staff involved in the program.</p>	<p>Choose an item.</p>
<p>The information on the compulsory courses should be</p>	<p>Not all courses have lab hours, although where needed is mentioned in the syllabus. Course outlines are being</p>	<p>Choose an item.</p>

<p>more specific. Currently all descriptions in the application look as if all courses are based only on lectures. However, the in-person discussion with the staff of Ledra College indicated that many of the courses will also have a practical lab component. This should be clearly stated in the public information on the course. Moreover, it would be helpful to clarify for each course, how the 6 ECTS (180 working hours) are reached: Lectures, Lab practicals, Self-study time. Finally, the lab parts should also be indicated in the syllabus.</p>	<p>updated before the beginning of each semester by the lecturer. Syllabi have been updated in terms of ECTS allocation as well.</p> <p>Reference: 1 ECTS = 25 hours</p> <p>ESTIMATED STUDENT'S WORK TIME DISTRIBUTION IN HOURS</p> <table border="1" data-bbox="531 633 1243 1285"> <thead> <tr> <th colspan="2">Contact hours</th> <th colspan="2">Student's private time</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>39</td> <td>Private study</td> <td>39</td> </tr> <tr> <td>Mid-Term Test</td> <td>2</td> <td>Homework / Assignments / Projects</td> <td>38</td> </tr> <tr> <td>Final Exam</td> <td>2</td> <td>Test preparation</td> <td>12</td> </tr> <tr> <td></td> <td></td> <td>Final Exam Preparation</td> <td>18</td> </tr> <tr> <td>Total:</td> <td>43</td> <td>Total:</td> <td>107</td> </tr> </tbody> </table>	Contact hours		Student's private time		Lecture	39	Private study	39	Mid-Term Test	2	Homework / Assignments / Projects	38	Final Exam	2	Test preparation	12			Final Exam Preparation	18	Total:	43	Total:	107	
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<p>Regarding Information Management, parts of the application were incomprehensible: On page 16, it looks like the study programme already runs since 2020-2021, and on page 95 there are specific numbers given to the country of origin for the first 16 student cohort. Since the Health Certificate programme is not yet running, this information is misleading and needs to be removed as only expectations for the future could be provided.</p>	<p>This is a new program that we wish to be accredited to run in 2023.</p>	<p>Choose an item.</p>																								

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

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All modules are compulsory with no module options provided. In the future this may be something worth considering.	Thank you for your suggestion. When the College will reevaluate the program, after running for at least a year, we will consider if it's necessary to provide more flexibility to our students by offering elective courses.	Choose an item.
There appears to be more practical work than the documentation implies and this needs to be amended to clearly reflect the intended theoretical and practical components of each module.	Where needed syllabi have been updated.	Choose an item.
Although the computing and IT training provision is good, training in biological and chemical sciences requires hands- on experience on wet lab facilities and equipment. However, such laboratory facilities have yet to be built. As a result, we could not assess whether they would be adequate, appropriately equipped and following health and safety.	At the moment the lab facilities have not been updated. There is only the lab that was showed in the accreditation visit. Building a new and very well-equipped lab now is not possible, the College is in discussions to collaborate with external lab facilities so students can have a more the hands-on experience needed.	Choose an item.
The assessment strategy is generally compliant but without a lab it is not possible to assess students' lab skills.	At the moment the lab facilities have not been updated. There is only the lab that was showed in the accreditation visit. Building a new and very well-equipped lab now is not possible, the College is in discussions to collaborate with external lab facilities so students can have a more the hands-on experience needed.	Choose an item.

3. Teaching staff (ESG 1.5)

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Part time lecturers are paid only for the hours spent teaching and not for preparation time. This should be addressed so that all lecturers are paid for all of their time spent on helping to develop and run the programme.	There is a clear description for all teaching staff before the start of employment on what is included in the salary. Please refer to the faculty handbook for all the benefits staff members have. The salary is more or less the same with what is given in the market and related positions.	Choose an item.
The College should ensure that at least 70 % and preferably all of their teaching staff are full time and permanent	5 out of the 7 teaching staff of the program are employed full time. This gives us 71.4% full time staff. When the program starts running, the College will make sure that all staff are employed full time.	Choose an item.
In the future it would be good for staff development if sufficient time and resources were made available for staff to develop their research.	The College is committed to providing opportunities and support to full time or part time faculty members to pursue their development goals and objectives. Faculty members who wish to attend a conference, seminar or training course locally or abroad may apply for financial support to the College. The College considers participation in scholarly and creative work to be part of a faculty member's commitment. These activities are perceived to be an essential part of personal growth and of preparation for teaching at the College. Faculty members are entitled teaching hours reduction when conducting research. Please refer to Faculty Handbook already submitted for more details.	Choose an item.

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

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<p>As discussed earlier in the report, the Committee has not seen written evidence that the Certificate from Ledra College would be accepted from other universities as a route into their undergraduate science programmes and so that should not be advertised unless such formal arrangements are made.</p>	<p>No advertisement is done prior final approval from DIPAE</p>	<p>Choose an item.</p>

5. Learning resources and student support (ESG 1.6)

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<p>The laboratory facilities need investment and updating to make them suitable and safe for scientific experiments required by several of the modules. We note that this is the reason we evaluate the Physical Resources and Teaching and Learning Resources as only partially compliant.</p>	<p>At the moment the lab facilities have not been updated. There is only the lab that was showed in the accreditation visit. Building a new and very well-equipped lab now is not possible, the College is in discussions to collaborate with external lab facilities so students can have a more the hands-on experience needed.</p>	<p>Choose an item.</p>

6. Additional for doctoral programmes
 (ALL ESG)

N/A

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7. Eligibility (Joint programme) (ALL ESG)

N/A

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>Staff are clearly very dedicated and enthusiastic about developing the Certificate. The teaching staff were very committed and student-centred. The College appears to have good systems and procedures for quality assurance and has good support for people with a range of learning needs and welcoming students of different backgrounds. There may be a need for this course in terms of the labour market, although we were unable to verify this.</p>	<p>This certificate offers an accessible and engaging introduction to the science behind human health and disease. For those interested in working in low level positions such as secretaries, PA to doctors, assistants in pharmaceutical settings, occupational therapist assistants, elderly people carers or carers to people with needs etc. it is a must to conquer basic knowledge in health science and developing essential skills for stud. In Cyprus and abroad there is a huge need of such employees whereas our mission is to educate these workers with at least the minimum of academic knowledge and understanding on health-related scientific areas in order to upgrade their services and secure factual practices delivery. By the end of their study, they will have a valuable qualification under their belt and be on their way for further development if they may wish to.</p> <p>What kind of employees do we prefer for these valuable admin and support positions?</p> <ol style="list-style-type: none"> 1. School leavers with no basic understanding of the health related sector who will perform their minimum or 2. employees with minimum knowledge and understanding of: <ol style="list-style-type: none"> a. a broad understanding of science, understanding of human biology and health. the ability to engage with an evidence-based, scientific approach to health sciences and to develop an appreciation of the limits of scientific knowledge b. reasoning and logic skills that are highly prized in the workplace. an opportunity to develop general skills in interpreting, generating, and presenting information and data using a variety of text-based, graphical, numerical, audio-visual and online sources c. the opportunity to enhance their personal development, in particular their confidence to move to Level 2 study. <p>Medical Assistants Play a key support role as an administrator or clinician in a medical office. Medical assistants are an essential part of the medical team, providing administrative and clinical support services to keep an office running smoothly. This dynamic career means no two days are the same – you may take patient vitals, draw blood, or process lab samples, and spend the next day at the front desk checking in patients and processing insurance claims. Working as a medical</p>	<p>Choose an item.</p>

	<p>assistant can be a lifelong calling, or it may be the perfect stepping stone to an expanded role on the health care team.</p> <p>We wish to educate health industry low level assistants and support staff in order to increase employability standards, salary earning, secure quality services provision, and open up new opportunities for further developments to these people for mutual benefits between labour market and organizations.</p>	
<p>There is a need for investment in up to date and safe laboratory facilities for biological and chemical modules. There is a risk that students will enrol on the course and will not be provided with adequate and safe laboratory facilities. If this cannot be provided then it should not be used in promoting the course.</p>	<p>At the moment the lab facilities have not been updated. There is only the lab that was showed in the accreditation visit. Building a new and very well-equipped lab now is not possible, the College is in discussions to collaborate with external lab facilities so students can have a more the hands-on experience needed.</p>	<p>Choose an item.</p>
<p>It was reported in the External Evaluation by the Director of administration that the Certificate had received letters of intent by a number of universities in the UK and Netherlands with regards to allowing access to their undergraduate science degree programmes. But Ledra College staff were unable to provide documented evidence of this when requested. Without such documentation, the College should not advertise this when promoting the course.</p>	<p>No advertisement is done prior final approval from DIPAE.</p>	<p>Choose an item.</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Sotia Karatzia Santangelo	Director	
Konstantinos Kosmidis	Program Coordinator	
Georgia Mouzoura	Academic Director	
Theofrastos Mantadelis	Quality Assurance Officer	
Ioannis Paschalis	Lecturer	

Date: [Click to enter date](#)

