Doc. 300.1.1

Date: 23 March 2021

External Evaluation Report (Conventional-face-to-face programme of study)

- **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:

  ΔΙΟΙΚΗΣΗ ΙΑΤΡΙΚΩΝ ΕΠΙΣΚΕΠΤΩΝ (4 ΕΤΗ / 240 ECTS, ΠΤΥΧΙΟ)

  In English:

  "MEDICAL REPRESENTATIVES MANAGEMENT (4 YEARS / 240 ECTS, BA)"

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

- **Programme's status:** New

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

Due to the exceptional circumstances stemming from the COVID-19 pandemic, all briefings and meetings were online (on Zoom), and no physical visit to the KES College site took place. All the pertinent documentation was made available to the External Evaluation Committee (EEC) members through a Cloud-based service (Google drive), including a sample lecture and virtual tours of the KES College campus and its facilities.

The EEC was briefed by Ms. Alexia Pilakouri, Education Officer of the Agency of Quality Assurance and Accreditation in Higher Education, Cyprus, who also coordinated and arranged the virtual online site visit (Zoom meeting), which took place on March 16, 2021.

The EEC was given the following documents and relevant materials:

1) *Application for evaluation-accreditation of the Programme of Study "Medical representatives Management (4 years/240 ECTS, BA)",* in English and Greek versions.

2) Virtual Tour of the KES College facilities in three videos (KES COLLEGE VIRTUAL TOUR 1 SEPT 2020.mp4, KES COLLEGE VIRTUAL TOUR 14 OCT 2020.mp4 and KES COLLEGE.mp4).

3) Sample online lecture (Organic Chemistry tutorial).

4) Copies of the presentations of: a) Programme Coordinator, b) KES Director General, c) On the Role of the Education Officer, d) Role of the Internal Quality Committee, e) The KES Research Centre, f) Student evaluations, as well as samples of student questionnaires.

During the online site-visit, the EEC initially listened to the presentations of the Director General (Mr. Petros Stylianou), the Head of Academic Affairs (Mr. Demetris Englezakis) and the Education Officer (Dr. Elena Anastasiou) of KES College, followed by the presentation of the Director of the KES Research Centre (Dr. Dimitrios Sarris). These presentations covered the following topics:

- The history and the facilities of the Institution (KES College), including its mission, structure, and the programmes offered by the College.

- The student support measures established in KES College.

- The research activities of the College through its KES Research Centre, a not-for-profit research organization established by KES College.

Following the presentations, the panel members asked several questions and received clarifications on a number of pertinent issues.

The Programme Coordinator (Dr. Androulla Miliotou) gave a very thorough presentation of the *"Medical representatives Management (4 years/240 ECTS, BA)"* programme, covering several relevant aspects such as:

- Programme structure and overall characteristics, including a justification for the development of the specific programme

- Programme profile, including aims, objectives and learning outcomes

- Student admission criteria

- Curriculum structure

- Teaching staff

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- Infrastructure and resources, including laboratories, library and IT resources

- Student support, including welfare services

- Practical training and student international mobility opportunities.

The EEC members asked a number of questions on various aspects of the programme, which were answered efficiently by the Programme Coordinator or, when necessary, by the other senior management members of KES College.

Subsequently, the EEC met with most members of the teaching staff, who presented their academic qualifications and their teaching responsibilities within the programme.

The EEC then met with selected students, as well as alumni of relevant programmes of KES College (e.g., Medical Representative and Pharmacy Assistant programmes), who shared their experience on the quality of the academic programmes of KES College, and the impact of their training on their careers.

The EEC met with the administrative staff, who presented their responsibilities and informed the EEC on the functionalities of the library and online resources, especially during the COVID-19 pandemic era.

Finally, the EEC met with the Director General (Mr. Petros Stylianou), the Head of Academic Affairs (Mr. Demetris Englezakis) and the Programme Coordinator (Dr. Androulla Miliotou) for a final recap of the process, which completed the online site-visit.

B. External Evaluation Committee (EEC)

Name	Position	University
Christos Panagiotidis	Professor	Aristotle University of Thessaloniki
Nikoletta Fotaki	Professor	University of Bath
Evangelia Papadimitriou	Professor	University of Patras
Petros Chamakiotis	Professor	ESCP Business School
Margarita Karekla	Medical Representative	Member of Professional Association
Sotiris Petrides	Student	University of Cyprus

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*

- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

KES College has appropriate overall facilities and structures to support the implementation of a number of good quality, mainly vocational, programmes leading to Diplomas (2-year programmes) or Higher Diplomas (3-year programmes). The quality of these programmes is monitored by the College, using a number of appropriate Quality Assurance Procedures, including feedback on each course from students and teaching staff. It has been explained to the EEC that the feedback is analysed by a College management team, which tries to further enhance the overall quality of the programme and the learning experience for the students. Furthermore, the Educational Officer of the institution monitors the quality of the teaching methods and processes and provides additional feedback to the teaching staff.

The proposed Medical Representatives Management programme at KES College is a 4-year full-time study, 240 ECTS, BA programme that is anticipated to suit the needs of labour markets in Cyprus, as well as globally. The purpose, structure, objectives, and learning outcomes of the programme were comprehensively presented, and its structure and content in most cases were found to be well-aligned with the intended objectives, with the exception of two cases: 1) The title of one course ("Specialized Pharmacology: Formulation") is not well-aligned with the course content and 2) The content of the course "Introduction to Nutrition" (Εισαγωγή στη Διατροφολογία», MEDI302) does not include a section covering nutritional supplements. EEC finds that this omission should be corrected, and a relevant section should be introduced in the content of the MEDI302 course.

It was convincingly presented that KES College has the necessary facilities for the implementation of this programme. Although all courses at KES College are currently delivered online, due the COVID-19 pandemic situation, the laboratory exercises do take place at the College facilities in accordance with state-imposed health protocols and safety measures.

Strengths

The programme is innovative, and it responds to current Cypriot and EU market needs and is envisaged to increase graduates' employability.

The curriculum is appropriate and covers a wide range of areas from all pertinent fields and is aligned with the programme's intended objectives. Courses include theoretical elements as well as practical application, for example in the form of "role-plays" which are generally seen as a pertinent method for preparing students for real-life experiences.

The quality assessment practices are very appropriate, and the Educational Officer has an active role in monitoring the quality of the training. Additionally, the Educational Officer offers educational support services through the semi-annual "training-of-the-trainers" events.

Teaching staff have different strengths, with some bringing academic experience and others more practical experience. The College has appropriate systems in place to support student learning (e.g., staff availability) and student voice seems to be adequately heard (e.g., through student evaluations).

Areas of improvement and recommendations

The EEC noted that the CVs of the teaching staff included in the application were not fully updated, and included titles that do not really exist, e.g., cPhD (candidate PhD) can be easily confused with someone who already holds a PhD title.

Members of the teaching staff for basic pharmacy/pharmacology-related courses do not have either a relevant diploma degree or post-graduate studies that would have given them the qualifications required to teach these courses at the level of a university diploma. For example, it was not fully clear whether the member of the academic staff who is scheduled to teach two major pharmaceutical courses (Principles of Pharmaceutical Technology and Principles of Biopharmaceutics and Pharmacokinetics) has appropriate scientific qualifications.

The title of the course "Specialized Pharmacology: Formulation" should be revised (in both English and Greek) to better align with the course content. A potential title could be "Specialized Pharmacology: Formulary" ("Ειδικά Μαθήματα Φαρμακολογίας - Φαρμακευτικά Προϊόντα"). Furthermore, the content of the course "Introduction to Nutrition" (Εισαγωγή στη Διατροφολογία», MEDI302) should be enriched with a section covering nutritional supplements.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	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 and student-centred teaching methodology

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 the 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 teaching staff will employ a range of teaching and learning approaches to achieve learning outcomes, such as active learning. The proposed teaching methods are overall appropriate and include lectures, course work and practical training. Obviously, it is very likely that if the COVID-19 situation persists, the vast majority of the teaching will take place online. KES College has all the available resources and has made a successful transition to online teaching, while maintaining the on-site laboratory training as much as possible. An additional aspect of the training is the use of "role-plays" to familiarize the students with simulated real-life situations.

The student assessment processes are sufficiently described although some more details on the examination format should be included in the syllabus of each course (this information was presented during the online site-visit but was not included in the submitted documents).

The EEC received very positive feedback from KES College students and alumni on the interaction with the teaching staff and the teaching methods used at the College.

Strengths

KES College has made a significant investment in IT infrastructure (e.g., Moodle, MS teams) that supports online teaching, which is a critical issue especially during the current COVID-19 pandemic.

The teaching staff is overall qualified, and their education and experience are aligned with their teaching responsibilities in most cases. The "role-plays" used in some courses are a valuable part of the programme, and their use should be expanded, where possible.

Areas of improvement and recommendations

The IT department of KES College comprises one staff member (although some aspects of IT support are outsourced)), which generates a high risk for potential disruptions in academic activities given their dependency on IT systems. The EEC advises that the College should either recruit an additional IT staff member or devise a detailed risk mitigation plan that covers issues of IT support in cases of emergency.

The student assessment processes are sufficiently described although some more details on the examination format should be included in the syllabus of each course.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant

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2.2	Practical training	Compliant
2.3	Student assessment	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

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- *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 teaching staff is overall qualified to support the educational objectives and planned learning outcomes of the study programme. However, limited information was presented on teaching staff recruitment processes.

The EEC was provided with documents highlighting the process for the evaluation of the academic programme by the students and teaching staff, as well as with samples from past student evaluations (for other KES College programmes). Overall, the quality assurance and the internal monitoring processes were presented with sufficient clarity both in the provided documents and during the online visit.

Students are expected to develop research skills during Semesters 7 and 8, in the context of the Thesis I and Thesis II modules, which will be supervised by eligible members of teaching staff (PhD holders). However, since the programme has not started yet, the EEC does not have any data to gauge the effectiveness of the integration of the research activities within the training programme.

Strengths

The teaching staff is overall qualified, and the programme coordinator is very knowledgeable, energetic and enthusiastic about the programme. The expected student/staff ratio is very good, and the quality of the teaching staff and teaching methods is effectively monitored by the Education Officer of the Institution and assessed by the students. Additionally, the Education Officer provides regular mentoring and training to the teaching staff, to help them further improve their performance.

The teaching staff were very forthcoming, positive and interacted with the EEC members in a very productive manner during the online site visit.

Areas of improvement and recommendations
Information on the teaching staff recruitment criteria and processes to ensure that academic qualifications and teaching experience are adequate to achieve the learning objectives and outcomes were not fully clear.

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

	Sub-area	*Non-compliant/* *Partially Compliant/Compliant*
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	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, processes and criteria

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 admission requirements for students are both clearly defined and appropriate. Additionally, the processes for student transfers, and course recognition is realistically presented.

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 diplomas in the KES College and 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
No major areas for improvement were identified.

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

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

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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

KES College has appropriate physical facilities for the implementation of the teaching and other academic aspects of this programme. Additionally, an adequate e-learning environment is available, which is particularly relevant in the current situation where the COVID-19 pandemic has necessitated the employment of online learning approaches through e-learning resources.

Teaching classrooms and other on-site facilities for the delivery of the courses, as well as online resources are of good standard. Resources and bibliography (recommended textbooks) have been provided in all course syllabi. The course material will be easily accessible to students through e-Learning platforms (e.g., Moodle, e-library).

On-site and remote-based (telephone and online) support for students is available through the Student Welfare Centre.

Moreover, interviewed students and alumni of KES College expressed their satisfaction with the overall guidance provided to them from teaching and administrative staff.

Strengths

The provided student welfare services, library services and the overall student support are of very good standard. 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 for practical training, although it is too early to evaluate this aspect of the programme.

Areas of improvement and recommendations

The College seems to be conscious of the need for student support in relation to mental health issues and students with learning difficulties, but there is no system in place to explicitly support these students.

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

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

6. Additional for doctoral programmes *(ALL ESG)*

<u>**Sub-areas**</u>

6.1 Selection criteria and requirements
6.2 Proposal and dissertation
6.3 Supervision and committees

6.1 Selection criteria and requirements

<u>*Standards*</u>
- *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*

6.2 Proposal and dissertation

<u>*Standards*</u>
- *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.*

6.3 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		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

7. **Additional for joint programmes** *(ALL ESG)*

Sub-areas

> **7.1 Legal framework and cooperation agreement**
> **7.2 The joint programme**

7.1 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*

7.2 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		Non-compliant/ Partially Compliant/Compliant
7.1	Legal framework and cooperation agreement	Not applicable
7.2	The joint programme	Not applicable

C. Conclusions and final remarks

The EEC examined thoroughly the programme specifications and structures, the relative documents, the facilities and had extensive online discussions with the administration, teaching staff, students, alumni and support personnel.

The EEC recognizes the uniqueness of the proposed programme in the Cypriot and European context. The presentation of the programme was well-thought and appropriately structured. It highlighted all relevant aspects of the proposed programme delivery, including available human resources (teaching staff and administrative and support personnel) and Institutional infrastructure.

Since this 4-year/240 ECTS/Bachelor study programme entitled "Medical Representatives Management" meets the academic criteria necessary for a programme of that level, it is proposed that it should be accredited, subject to a few minor adjustments.

These adjustments that need to be made are:

1) Revision of the title of the course "Specialized Pharmacology: Formulation", in both English and Greek, to better align with the course content, e.g., "Specialized Pharmacology: Formulary" and the Greek title being "Ειδικά Μαθήματα Φαρμακολογίας - Φαρμακευτικά Προϊόντα".

2) Enrichment of the content of the course "Introduction to Nutrition" (Εισαγωγή στη Διατροφολογία», MEDI302) with a section covering nutritional supplements.

3) A recommended process to deal with students with learning difficulties and mental health issues.

4) Due to the increased use of online teaching and learning activities, it would be advisable to expand IT staff of the Institution or provide an appropriate risk mitigation plan.

D. Signatures of the EEC

Name	Signature
Christos Panagiotidis	
Nikoletta Fotaki	
Evangelia Papadimitriou	
Petros Chamakiotis	
Margarita Karekla	
Sotiris Petridis	

Date: 23 March 2021