

Doc. 300.1.1

Date: 6 November 2020

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

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

In Greek:

Ιατρικός Επισκέπτης (2 έτη πλήρους φοίτησης ή 4 έτη μερικής φοίτησης, Δίπλωμα)

In English:

Medical Representative (2 years full-time or 4 years part-time, Diploma)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

Due to the exceptional circumstances stemming from the COVID-19 pandemic, all briefings and meetings were web-based, and no physical visit to the Cyprus College-Limassol site was performed. Pertinent documentation was available to the External Evaluation Committee (EEC) members through a Cloud-based service (Google drive), including a short video-based, virtual tour of the Cyprus College, Limassol campus facilities.

The EEC was briefed by Ms Anthi Prokopa, 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 November 5th, 2020.

The EEC was given the following document: *Application for evaluation-accreditation Medical representatives*, in English and Greek version. However, a critical part of the English version was provided only in Greek. This was partially remedied in the morning of November 6th, when the Cyprus College provided a list of the English titles of the courses, and in the afternoon of November 6th, when 18 wordfiles with English descriptions of the courses were provided.

During the online sitevisit, the EEC listened to the presentations of the Head of Academic Affairs of Cyprus College (Mr. Christos Vaganas), and the program coordinator (Mr Andreas Nikolaides). These presentations, which were in Greek, but presented in English, covered the following topics:

- The history and the facilities of the Institution including its mission, structure, and the programs offered by the college.
- The Program of Study (Mr Andreas Nikolaides), including
 - Program structure and mission
 - Program profile, including aims, objectives and learning outcomes
 - Student admission criteria
 - Teaching staff

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

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

Then the EEC met with selected students, both presently enrolled and graduated and each student/graduate shared his/her experience with the program.

Finally the EEC met the administrative staff, who presented their responsibilities and informed the EEC on the functionalities of the library and web-based resources.

During or after the meeting the EEC was NOT provided with

- Evaluation reports (from students or the Internal Evaluation Committee)
- Procedures for teaching staff recruitment and development
- Sample lecture slides



However, the EEC was given the opportunity to observe some of the lectures via a link. Some of the EEC members took this opportunity and a good quality of teaching was provided in these classes.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Anette Müllertz	Professor	University of Copenhagen
Nikoletta Fotaki	Professor	University of Bath
Christos Panagiotidis	Professor	Aristotle University of Thessaloniki
Xenia Christoforide	Medical Representative	Member of Professional Association
Christina Papa	Student	University of Cyprus
Name	Position	University

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

Cyprus 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 full-time/ or 4-year part-time 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 teaching staff. It has been explained to the EEC 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 Medical representative (MedRep) program at Cyprus College is a 2 year full-time study/ or a 4 year part-time program (120 ECTS). The teaching takes place in the evening, between 17.00 and 22.00. The College has the necessary facilities for the implementation of this program, although currently all courses are given online due to the COVID-19 situation.

The purpose, objectives, and learning outcomes of the program were presented. The program defines the expected student workload in ECTS, although the ECTS units included in the application were different than those presented during the online site visit.

Strengths

According to the College staff and the students/graduates from the MedRep program, the program until now offers a good employability for its graduates.

The EEC was inspired by the enthusiasm of the program coordinator (Mr Andreas Nikolaides), who also organises “role-plays” for the students to prepare them for “real life situations” e.g. job interviews. For these role plays he also invites persons from the private sector e.g. company executives or medical representatives, providing a positive employment opportunity for the graduates. Furthermore, Mr Andreas Nikolaides has experience as a medical representative, and therefore he is in a good position to organize such “role-plays”.

It also has to be noted that most of the teaching staff are well qualified in terms of their education and experience. Most of them are only working part time at the college, and work in their profession (e.g. medical doctors) during the day.

Areas of improvement and recommendations

The EEC did not see any evidence of feedback from the Quality Assurance Procedures, neither from students or teaching staff.

The formal description of the courses in the application did not contain sufficient information on the “role plays”. Furthermore, the assessment of the courses, including an element of course-work in all courses were just mentioned in the application, with no clarity of content of assessment. It is recommended that the descriptions of the courses are revised accordingly in order to include details on all aspects of the course including the mentioned “role plays”, the content of course work and the

assessment procedures. The clarity on the description of the courses will also provide an advantage in case there are changes in the teaching staff in the future.

The EEC noted that the CVs of the teaching staff included in the application were not updated, and it would have been expected that up to date CVs would have been provided.

The course description also includes the literature used in each course. However, according to the students, they are mainly studying from notes provided from the teaching staff. The EEC did not see the notes that the students are learning from and these are not mentioned in the course descriptions.

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	Partially 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 employ a range of teaching and learning approaches to achieve learning outcomes, such as active learning. The teaching methods used are overall appropriate and include lectures and course work. In addition, “role-plays” are used in order to introduce the student to simulated real life situations, although it was not clear which courses included such “role-plays”.

The EEC got positive feedback from the students/graduates with regard to the teaching methods used in the program.

The assessment for each course was not clearly described in the course description in the application (as only the % of the grade that each element of assessment covers was noted) and the EEC was not provided with any examples of exam papers.

Strengths

An online platform (Moodle) is available, which is a useful tool for the student to follow the courses.

The teaching staff is well qualified in terms of their education and experience, and most of them work on a part time basis at the college.

The “role-plays” were very well received by the students and seem to be a valuable part of the program.

Areas of improvement and recommendations

As explained previously, the “role-plays” were not adequately described in the application. The assessment procedures including course work and exams were just mentioned in each course description, but details were not provided. The EEC recommends revision of the description of each course in order to provide all required details.

The EEC suggests the introduction of a separate course focused on practical training. This could also include a placement/internship, where the student works in a company with a MedRep, and performs a double visit i.e. visit a company together with the MedRep.

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	Compliant
2.2	Practical training	Non-compliant
2.3	Student assessment	Partially 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 teaching staff is overall well-qualified to support the educational objectives and planned learning outcomes of the study programme.

However, limited information was presented on teaching staff recruitment processes and how it is ensured that academic qualifications and teaching experience are adequate to achieve the learning objectives and outcomes.

The EEC was informed during the online site visit that the students are involved in the evaluation of teaching staff and provide written feedback. However, the internal monitoring processes were not presented with sufficient clarity.

For the purposes of this evaluation, it is not relevant to consider teaching - research interactions, as this is a Diploma degree and no research is involved.

Strengths

Areas of strength include the following: the program coordinator is of excellent quality and experience; the overall teaching staff is of good quality and have appropriate experience to cover the teaching material. It should also be noted that there is a very good student/staff ratio.

The teaching staff were very forthcoming and positive and willingly took time out of their day jobs to participate in the evaluation process during the online site visit.

Areas of improvement and recommendations

Information on teaching staff recruitment processes and how it is ensured that academic qualifications and teaching experience are adequate to achieve the learning objectives and outcomes were not provided to the EEC.

The teaching staff evaluation process should be more transparent.

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	Compliant
3.3	Synergies of teaching and research	Not applicable

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 require a certificate of Apolytirion of Lykeion.

The student objectives throughout the duration of the studies include the following:

1. Acquire the necessary scientific knowledge (chemistry, pharmacology, anatomy, physiology and more) so that the students can understand in depth the characteristics of the pharmaceuticals they are presenting;
2. Acquire communication skills and marketing knowledge as part of the promotion of the pharmaceutical products.

Students receive additional support by the teaching staff taking into account their individual capabilities and skills.

The EEC was informed that the programme graduates have high employability rates and are overall satisfied with the education received.

Upon graduation the students receive a Diploma and thereby have the qualification to participate in the State Exam required for their registration as MedRep.

Strengths

The areas of strength include good communication between teaching staff and students, and good mentoring.

Areas of improvement and recommendations

No major areas for improvements were identified.

It should be noted, however, that most of the information on these subjects that the EEC received was during the online site visit and not in the provided material.

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	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.*

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

Cyprus cCollege Limassol has appropriate physical facilities for the implementation of the teaching for this program. In addition, 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 distance learning approaches through e-learning resources.

Internet resources are available to the students through the library, and help from the librarian is also possible.

Strengths

The library resources are at university level and seem to be very well functioning. The librarian is also providing help to the students when needed.

Areas of improvement and recommendations

EEC was not provided with adequate information on the student support and welfare measures.

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	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Partially compliant
5.4	Student support	Partially compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 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*

6.2 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.*

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

Not applicable

Strengths

Not applicable

Areas of improvement and recommendations

Not applicable

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

Not applicable

Strengths

Not applicable

Areas of improvement and recommendations

Not applicable

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

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

C. Conclusions and final remarks

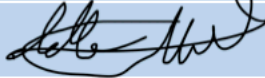
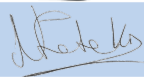
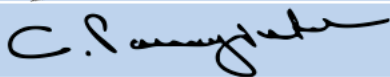

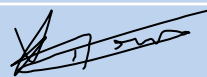
In general the EEC got a good impression of the MedRep education at Cyprus College. The teaching staff is motivated, the facilities are adequate, and the students are satisfied with the education and are getting a job afterwards. However, the following improvements are suggested:

- The course descriptions should be revised in order to cover the content of the course in more detail, e.g. “role plays”, the content of course work, and the assessment procedures. This will also provide an advantage in case of future changes in the teaching staff.
- A separate course focused on practical training is suggested. This could include a placement/internship, where the student works in a company with a MedRep, and performs a double visit i.e. visit a company together with the MedRep.
- The teaching staff evaluation process should be more transparent.

Further for the next *Application for evaluation-accreditation*, the following is recommended:

- Provision of all information material in English, in case of non-Greek members of the EEC.
- More details and information should be provided in the *Application for evaluation-accreditation*, e.g. on:
 - Teaching staff recruitment processes
 - How it is ensured that academic qualifications and teaching experience are adequate to achieve the learning objectives and outcomes
 - Examples of exam papers.
 - Student support and welfare measures.

D. Signatures of the EEC

Name	Signature
Anette Müllertz	
Nikoletta Fotaki	
Christos Panagiotidis	
Xenia Christoforide	
Christina Papa	
Click to enter Name	

Date: 19/11-2020