

Doc. 300.1.2

Date: 23/02/2021

Higher Education Institution's Response

- **Higher Education Institution:**
Cyprus College Limassol
- **Town:** Limassol
- **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. 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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

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 Nikolaidis), 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 Nikolaidis 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.

Institution Response

- 1.1 The above changes have been made.
- 1.2 The above changes have been made.

2. Teaching, learning and student assessment (ESG 1.3)

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.

Institution Response

2.2 The course has been added to the program structure of the branch
BUS231 – Internship.

3. Teaching Staff (ESG 1.5)

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.

Institution Response

Instructors Evaluation Method Used in Cyprus College Limassol

Pre-Evaluation Procedure

- Administrator (Technical Procedure)
 - Prepare Questionnaires
 - (Can Prepare 1 Questionnaire and then Duplicate it e.g. 500times)
 - Generate and Assign Tokens Per Questionnaire
 - (E.g. CSA123 -> 10 Registered Students -> 10 Unique Tokens)
 - Each Token can be used once
 - Token can have any form e.g. "ex4321sa"
 - Token can have limited time validity.
 - Generate Shorten Redirect URLs Per Questionnaire
 - Original URL
<http://www.cycollege.ac.cy/evaluations/S2017/CSA123/questionnaire>
 - Shorten URL
<http://www.cycollege.ac.cy/CSA123S17>
- Administrator (Secretary) Method A
 - Prepare a closed envelope for every Course which includes
 - The Questionnaire Short URL
 - The Tokens
- Administrator (Secretary) Method B
 - Send email to Instructors for every Course which includes
 - The Questionnaire Short URL
 - The Tokens

Evaluation Date Procedure

- Instructors
 1. Write the Short URL on the White Board (Can be posted on Moodle too)
 2. Give Token's Envelope to a student in order to distribute them. (One Per Student)

***A sample of the above procedure follows**



Cyprus College

MEMORANDUM

TO: All Full-Time and Part-Time Instructors

FROM: Christos Vaganas, Director, Cyprus College Limassol

DATE: XXXX

SUBJECT: INSTRUCTOR'S AND COURSE EVALUATION BY STUDENTS FOR FALL SEMESTER XXX

This is to inform you that the Instructor's and Course Evaluation by students for Fall Semester XXXX (Conventional Courses), which is mandatory for all course courses with 5 or more registered students, will take place electronically from ***XX December to XX December XXXX***.

The Instructor's and Course Evaluation Questionnaire will be completed by students electronically in class on students' mobile electronic devices, as follows:

- 1. An email will be sent to each instructor for each of her/his course with a Course Code link to her/his course's evaluation questionnaire. All emails will be sent to instructors' Cyprus College email.**
- 2. Each instructor will project the link in the screen in class at the beginning of the 1st teaching period of each course (when the instructor considers that all expected students have arrived in class).**
- 3. The instructor leaves the room and students are allowed 10-15 minutes to complete the questionnaire.**
- 4. The instructor returns back in class to continue her/his session.**

All involved are expected to make sure that the principles of Academic Freedom of both, the faculty and the students, as well as confidentiality, will strictly be safeguarded.

Thank you for your co-operation.

Christos Vaganas

Director, Cyprus College Limassol

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Cyprus College

EMAIL TO INSTRUCTORS

Dear SURNAME FIRSTNAME,

As per the Cyprus College Director's email on this topic, please find below the links for the Instructor and Course Evaluation for the course COURSE_CODE: COURSE TITLE

Link: https://SURVEY_LINK

Instructor's Name: SURNAME FIRSTNAME,

Course Code: XXXXXX

Room #: XXX

Time: X01;X02;X03

Number of Students: XX

INSTRUCTIONS

1. Each instructor will project the link in the screen in class at the beginning of the 1st teaching period of each course (when the instructor considers that all expected students have arrived in class).
2. The instructor leaves the room and students are allowed 10-15 minutes to complete the questionnaire.
3. The instructor returns back in class to continue her/his session.

All involved are expected to make sure that the principles of Academic Freedom of both, the faculty and the students, as well as confidentiality, will strictly be safeguarded.

Thank you for your co-operation.

Cyprus College Limassol

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QUESTIONNAIRE

ΕΝΤΥΠΟ ΑΞΙΟΛΟΓΗΣΗΣ ΔΙΔΑΣΚΟΝΤΩΝ ΚΑΙ ΜΑΘΗΜΑΤΩΝ

Παρακαλώ χρησιμοποιήστε το σημείο ✓ για να υποδείξετε την επιλογή σας στα σημεία πιο κάτω για να δώσετε μία αντικειμενική άποψη για το μάθημα και τον διδάσκοντα.

<p>Επιλέξτε τον Γενικό Βαθμό σας. (GPA):</p> <p><input type="checkbox"/> Τίποτα –Πρώτο τετράμηνο</p> <p><input type="checkbox"/> 4.00-3.60</p> <p><input type="checkbox"/> 3.59-3.00</p> <p><input type="checkbox"/> 2.99-2.60</p> <p><input type="checkbox"/> 2.59-2.00</p> <p><input type="checkbox"/> 1.99-1.60</p> <p><input type="checkbox"/> 1.59-1.00</p> <p><input type="checkbox"/> Κάτω από 1.00</p>	<p>Είσαι;</p> <p><input type="checkbox"/> Πρωτοετής</p> <p><input type="checkbox"/> Δευτεροετής</p> <p><input type="checkbox"/> Τριτοετής</p> <p><input type="checkbox"/> Τεταρτοετής</p>	<p>Ποιος είναι ο αναμενόμενος βαθμός σου στο μάθημα αυτό;</p> <p><input type="checkbox"/> Α <input type="checkbox"/> Β <input type="checkbox"/> Γ <input type="checkbox"/> Δ <input type="checkbox"/> Ε</p> <p>Είναι υποχρεωτικό μάθημα; <input type="checkbox"/> Ναι <input type="checkbox"/> Όχι</p>
<p>Απάντησε τις ακόλουθες ερωτήσεις όσον αφορά τα βιβλία αυτών των μαθημάτων:</p> <p>A. Η γλώσσα είναι κατανοητή; <input type="checkbox"/> Ναι <input type="checkbox"/> Όχι</p> <p>B. Σε βοηθούν οι ασκήσεις/τα παραδείγματα να καταλάβεις την ύλη; <input type="checkbox"/> Ναι <input type="checkbox"/> Όχι</p> <p>Γ. Το βιβλίο είναι ενδιαφέρον; <input type="checkbox"/> Ναι <input type="checkbox"/> Όχι</p>		

	5=ψηλότερη/1=χαμηλότερη		5=ψηλότερη/1=χαμηλότερη
	5 4 3 2 1		5 4 3 2 1
1. Ο διδάσκων καλύπτει την ύλη που δηλώθηκε στην περιγραφή του μαθήματος.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15. Το σύστημα βαθμολογίας για αυτήν την τάξη είναι επαρκώς επεξεργασμένο.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Ο διδάσκων φαίνεται προετοιμασμένος για κάθε μάθημα.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16. Ο διδάσκων φαίνεται να χρησιμοποιεί την ίδια μέθοδο βαθμολογίας για όλους τους φοιτητές.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Η ύλη διδάσκεται ευκρινώς.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	17. Αυτό το μάθημα μου δίνει την αναμενόμενη πληροφόρηση και εκπαίδευση.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Τα δύσκολα σημεία εξηγούνται επαρκώς.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	18. Το μάθημα αρχίζει και τελειώνει στην ώρα του.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Ο διδάσκων φαίνεται ότι απολαμβάνει την ύλη που διδάσκει.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	19. Ο διδάσκων έχει τον έλεγχο της τάξης.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Ο διδάσκων κάνει το μάθημα ενδιαφέρον και χρήσιμο με παραδείγματα.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	20. Ευχαρίστως θα παρακολουθούσα μαθήματα ξανά από τον ίδιο διδάσκοντα και θα τον/την σύστηνα και σε άλλους φοιτητές.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Ο διδάσκων χρησιμοποιεί τον πίνακα και άλλα μέσα για να βοηθήσει τους φοιτητές να αντιληφθούν το μάθημα.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Γράψε καθαρά με ΚΕΦΑΛΑΙΑ ΓΡΑΜΜΑΤΑ μέσα στα τετραγωνάκια που δίνονται:</p> <p>21. Τι σου αρέσει περισσότερο σ' αυτό το μάθημα;</p> <p><input type="text"/></p> <p><input type="text"/></p>	
8. Ο διδάσκων φαίνεται να είναι ενημερωμένος για τις πιο πρόσφατες μεθόδους και το υλικό του μαθήματος του.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>22. Τι θα άλλαζες σ' αυτό το μάθημα;</p> <p><input type="text"/></p> <p><input type="text"/></p>	
9. Ο διδάσκων ενθαρρύνει τους φοιτητές του να ρωτούν σε περίπτωση που έχουν απορίες και να συζητούν.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>23. Τι σου άρεσε περισσότερο σ' αυτόν τον διδάσκοντα;</p> <p><input type="text"/></p> <p><input type="text"/></p>	
10. Ο διδάσκων δίνει την ευκαιρία στους φοιτητές να εκφράσουν τις ιδέες τους και την γνώμη τους.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>24. Τι θα έπρεπε να κάνει αυτός ο διδάσκων για να βελτιώσει το μάθημα του;</p> <p><input type="text"/></p> <p><input type="text"/></p>	
11. Ο διδάσκων είναι διαθέσιμος να δει τους φοιτητές εκτός μαθήματος και να τους βοηθήσει με το μάθημα.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
12. Κατ' οίκον εργασία, εργασία στην τάξη, γραπτά και ασκήσεις, δίνονται πάνω στην ύλη του μαθήματος.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
13. Τα διαγωνίσματα επιστρέφονται μέσα στις επόμενες τρεις συναντήσεις του μαθήματος.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
14. Ο διδάσκων έχει στην διάθεση των φοιτητών τις απαντήσεις ή εξηγήσεις των διαγωνισμάτων, ασκήσεων και βαθμολογημένων παρουσιάσεων.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

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ACTUAL DEMO



Cyprus College

ΑΙΣ123 Α ΚΟΣΜΗΤΟΛΟΓΙΑ

A note on privacy

This survey is anonymous.

The record of your survey responses does not contain any identifying information about you, unless a specific survey question explicitly asked for it. If you used an identifying token to access this survey, please rest assured that this token will not be stored together with your responses. It is managed in a separate database and will only be updated to indicate whether you did (or did not) complete this survey. There is no way of matching identification tokens with survey responses.

Exit and clear survey

Next



Cyprus College

ΑΙΣ123 Α ΚΟΣΜΗΤΟΛΟΓΙΑ

0% 100%

Μέρος Α

Παρακαλώ χρησιμοποιήστε το σημείο ν για να υποδείξετε την επιλογή σας στα σημεία πιο κάτω για να δώσετε μία αντικειμενική άποψη για το μάθημα και τον διδάσκοντα.

* Επιλέξτε τον Γενικό Βαθμό σας. (ΓΡΑ):

Choose one of the following answers

- Τίποτα - Πρώτο Τετράμηνο
- 4.00-3.60
- 3.59-3.00
- 2.99-2.60
- 2.59-2.00
- 1.99-1.60
- 1.59-1.00
- Κάτω από 1.00

* Είσοι :

Choose one of the following answers

- Πρωτοετής;
- Δευτεροετής;
- Τριτοετής;
- Τεταρτοετής;

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STATISTICS DEMO

Statistics



Results

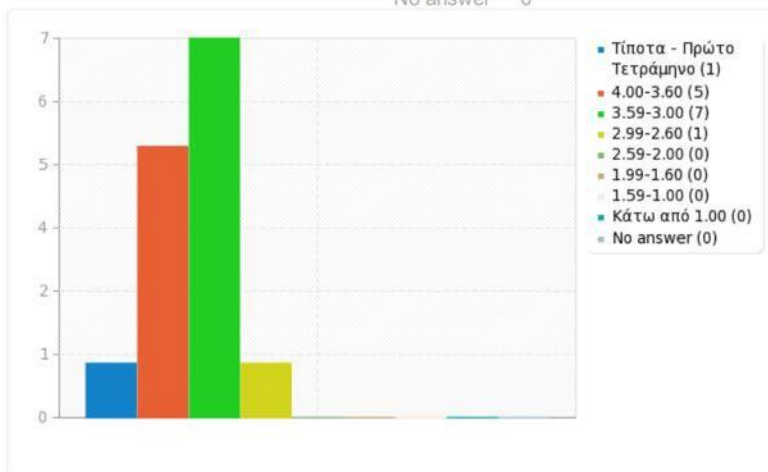
Number of records in this query: 14
Total records in survey: 14
Percentage of total: 100.00%

[Browse](#)

Field summary for A1

Επιλέξτε τον Γενικό Βαθμό σας. (GPA):

Answer	Count	Percentage
Τίποτα - Πρώτο Τετράμηνο (1)	1	7.14%
4.00-3.60 (2)	5	35.71%
3.59-3.00 (3)	7	50.00%
2.99-2.60 (4)	1	7.14%
2.59-2.00 (5)	0	0.00%
1.99-1.60 (6)	0	0.00%
1.59-1.00 (7)	0	0.00%
Κάτω από 1.00 (8)	0	0.00%
No answer	0	0.00%



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Evaluation Report Generated



General filters
Response filters

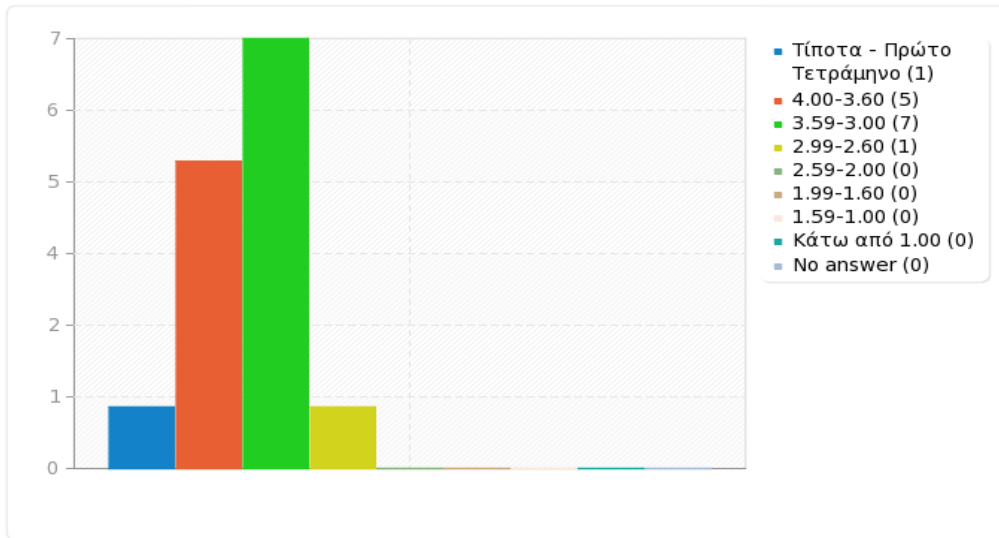
Results

Number of records in this query: 14
Total records in survey: 14
Percentage of total: 100.00%

Browse

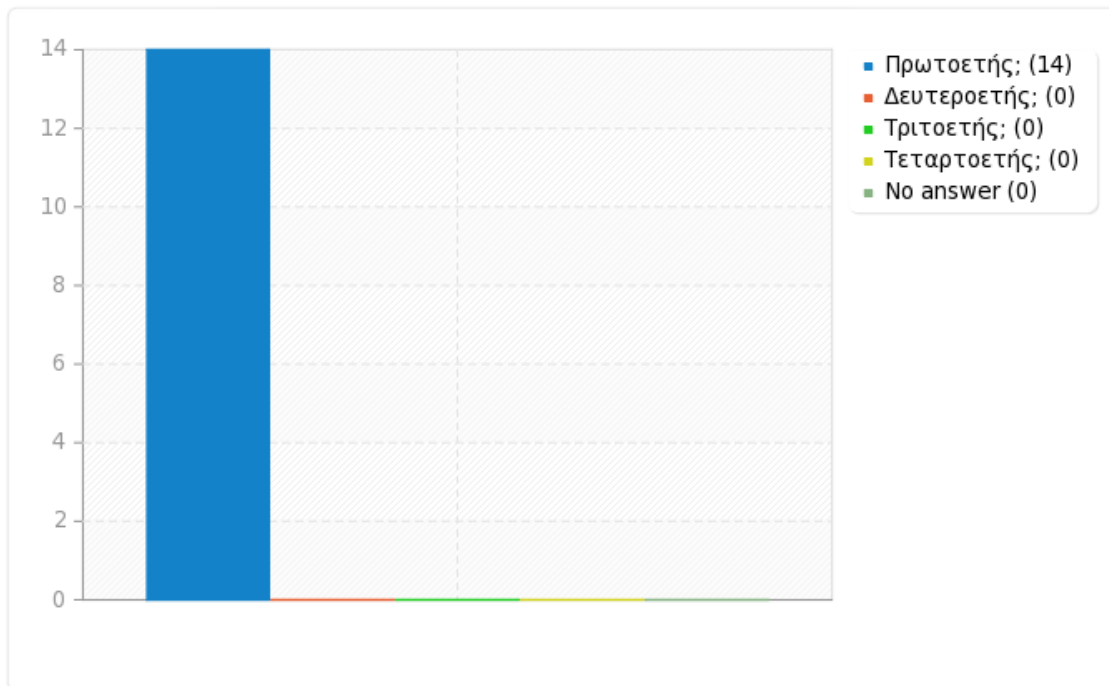
Field summary for A1 Επιλέξτε τον Γενικό Βαθμό σας. (GPA):

Answer Count	Percentage	Τίποτα -
Πρώτο Τετράμηνο (1)	1 7.14%	
4.00-3.60 (2)	5 35.71%	
3.59-3.00 (3)	7 50.00%	
2.99-2.60 (4)	1 7.14%	
2.59-2.00 (5)	0 0.00%	
1.99-1.60 (6)	0 0.00%	
1.59-1.00 (7)	0 0.00%	
Κάτω από 1.00 (8)	0 0.00%	
No answer	0 0.00%	



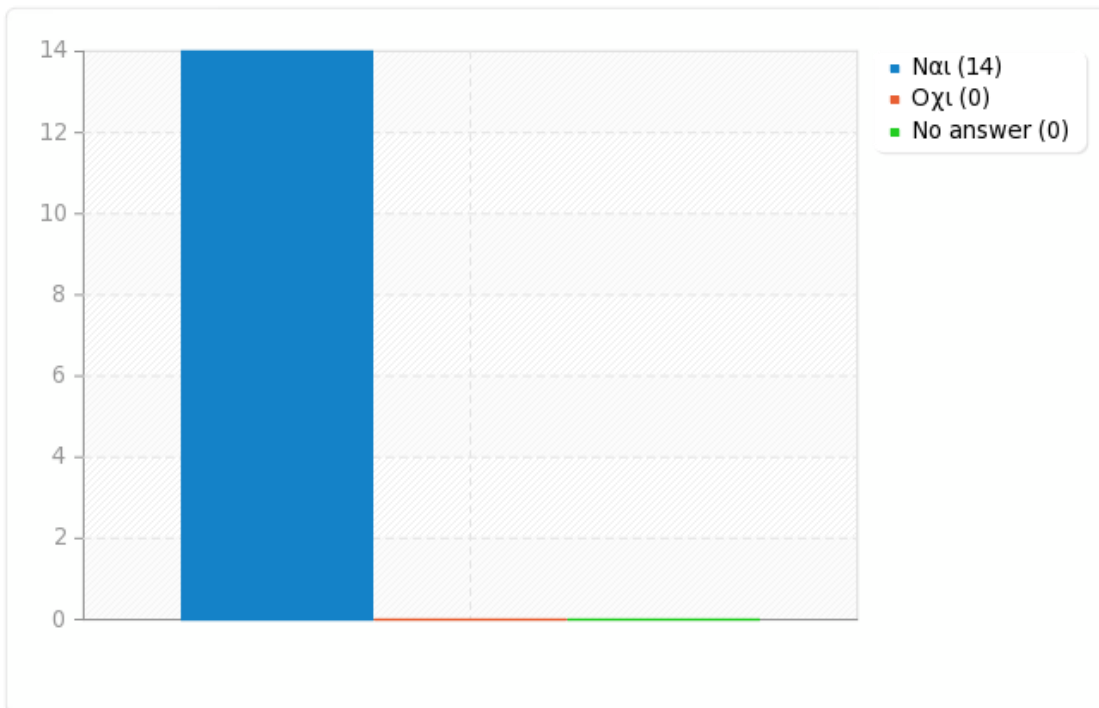
Field summary for A2 Είσαι ;

Answer	Count	Percentage
(1)	14	100.00%
Δευτεροετής; (2)	0	0.00%
Τριτοετής; (3)	0	0.00%
Τεταρτοετής; (4)	0	0.00%
No answer	0	0.00%



Field summary for A4 Είναι υποχρεωτικό μάθημα

Answer	Count	Percentage
Ναι (1)	14	100.00%
Όχι (2)	0	0.00%
No answer	0	0.00%





Instructor Evaluation PDF Report



Γρήγορες αναφορές
Ερωτηματολόγιο 263173 "

Αποτελέσματα

Ερωτηματολόγιο 263173

Σύνολο εγγραφών σε αυτό το ερώτημα:	9
Σύνολο εγγραφών στο ερωτηματολόγιο:	9
Ποσοστό συνόλου:	100.00%



Στατιστικά πεδίου για Α1

Επιλέξτε τον Γενικό Βαθμό σας. (GPA):


Απάντηση	Μέτρηση	Ποσοστό
Τίποτα - Πρώτο Τετράμηνο (1)	0	0.00%
4.00-3.60 (2)	3	33.33%
3.59-3.00 (3)	4	44.44%
2.99-2.60 (4)	1	11.11%
2.59-2.00 (5)	1	11.11%
1.99-1.60 (6)	0	0.00%
1.59-1.00 (7)	0	0.00%
Κάτω από 1.00 (8)	0	0.00%
Καμία απάντηση	0	0.00%



Στατιστικά πεδίου για Α2

Είσαι ;

Απάντηση	Μέτρηση	Ποσοστό
Πρωτοετής; (1)	0	0.00%
Δευτεροετής; (2)	9	100.00%
Τριτοετής; (3)	0	0.00%
Τεταρτοετής; (4)	0	0.00%
Καμία απάντηση	0	0.00%

 **Γρήγορες αναφορές**
Ερωτηματολόγιο 263173 "

Στατιστικά πεδίου για Α3

Ποιος είναι ο αναμενόμενος βαθμός σου στο μάθημα αυτό;

Απάντηση	Μέτρηση	Ποσοστό
A (1)	4	44.44%
B - B+ (2)	4	44.44%
C - C+ (3)	1	11.11%
D - D+ (4)	0	0.00%
Καμία απάντηση	0	0.00%



Γρήγορες αναφορές
Ερωτηματολόγιο 263173 "

Στατιστικά πεδίου για A4

Είναι υποχρεωτικό μάθημα

Απάντηση	Μέτρηση	Ποσοστό
Ναι (1)	9	100.00%
Όχι (2)	0	0.00%
Καμία απάντηση	0	0.00%

- **COURSE DESCRIPTIONS**

Course descriptions are reviewed annually in within the Internal Program Evaluation procedure.

- **ASSESSMENT PROCEDURES**

The ratings are distribute as follows:

Exams:	70-80%
Participation/Assignments/Tests:	20-30%

Attached you will find sample of Course description and course outline, showing the way of evaluation.

Course Title	ANATOMY				
Course Code	ANA103				
Course Type	Compulsory				
Level	Diploma (1st cycle)				
Year / Semester	1/1				
Teacher's Name	It is expected that upon completion of the course students will be able to				
ECTS	3 credits / 7 ECTS	Lectures / week	1	Laboratories / week	
Course Purpose and Objectives	The student should know the structure of the human body so that he understands the usefulness of anatomy in relation to medical science, to point out the results of various treatments, and to describe the structure of cells, tissues and the relationship between them.				
Learning Outcomes	<p>It is expected that upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> • To determine the basic anatomical points for each organ of the human body and to place them again in the human model • Describe the structure and function of various systems of the human body • Explain how the various organs of the human body are interconnected • To analyse the differences between tissues and organs of the human body 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Anatomy of the human body Blood cells - The body's defenses Tissue organization – tissues • Musculoskeletal system (bone types, joints, ligaments) Muscle strain - coordination Fractures, musculoskeletal injuries • Nervous system (nerve cells, brain, spinal cord) Meninges, cerebellum, nuclei of the nervous system. Chamber, hypothalamus, pituitary gland. Pathways of the senses, pain, pyramidal and extrapyramidal system Autonomic nervous system <p>Sense organs</p> <ul style="list-style-type: none"> • Skin and Mammary Gland • Respiratory System - Respiration • Blood circulatory system Lymphatics – Lymph • Heart - circulation (blood vessels, vascular lesions) 				

	<ul style="list-style-type: none"> • Digestive system - Oral cavity, Taste, Ingestion, Salivary Glands - Digestive Tube. Hepatic - Bile system • Urinary System (kidney nephron, vascular spiral) • Genital System (male, female) • Endocrine glands
Teaching Methodology	Class Instruction : 42 Hours Consultation : 15 Hours
Bibliography	Χατζημπούγιας, Ιωάννης (2009) Στοιχεία Ανατομικής του Ανθρώπου, Αθήνα Τουσίμης Δ.Γ. : ΣΤΟΙΧΕΙΑ ΑΝΑΤΟΜΙΚΗΣ Εκδόσεις Πασχαλίδης Μομφεράτου – Παράσχος: ΣΥΝΟΠΤΙΚΗ ΠΕΡΙΓΡΑΦΙΚΗ ΑΝΑΤΟΜΙΚΗ Εκδόσεις Λίτσας Feneis Η. : ΑΝΑΤΟΜΙΑ ΤΟΥ ΑΝΘΡΩΠΟΥ Εκδόσεις Παρισιάνος Τσακρακλίδης Β. : ΒΑΣΙΚΗ ΑΝΑΤΟΜΙΚΗ Εκδόσεις Βήτα Drake, R.L. : GRAY'S ANATOMIA Εκδόσεις Πασχαλίδης Tortora, G.J. : ΑΝΑΤΟΜΙΑ ΤΟΥ ΑΝΘΡΩΠΙΝΟΥ ΣΩΜΑΤΟΣ (ΤΟΜΟΙ 1-2) Εκδόσεις Έλλην
Assessment	Examinations : 70% Assignments : 20% Class Participation : 10%
Language	Greek



Cyprus College

Limassol Campus

COURSE OUTLINE – FALL SEMESTER 2020

Course Code/Section: ANA103 A			
Title: Anatomy			
Prerequisite (s): -	Credits / ECTS: 3 / 7	Day / Time: Wednesday 18.10 – 21.00	Lecture Room: On Line

Instructor: Katerina Drakou	Email: k.drakou@external.cycollege.ac.cy	Office Room Number: -
	Telephone Number: 25867300	Office Hours: By appointment

Course Description:

The student should know the structure of the human body so that he understands the usefulness of anatomy in relation to medical science, to point out the results of various treatments, and to describe the structure of cells, tissues and the relationship between them.

Learning Outcomes:

It is expected that upon completion of the course students will be able to:

- To determine the basic anatomical points for each organ of the human body and to place them again in the human model
- Describe the structure and function of various systems of the human body
- Explain how the various organs of the human body are interconnected
- To analyse the differences between tissues and organs of the human body

Textbook:

Χατζημπούγιας, Ιωάννης (2009) Στοιχεία Ανατομικής του Ανθρώπου, Αθήνα

Recommended Additional Readings:

- Τσακραλίδης Β. : Βασική Ανατομική, Εκδόσεις Βήτα
- Tortora G. J. : Ανατομία του ανθρωπίνου σώματος (τόμοι 1+2), Εκδόσεις Έλλην.
- Διαδίκτυο – Η βιβλιοθήκη του κολλεγίου διαθέτει πρόσβαση σε πολλά ιατρικά και νοσηλευτικά περιοδικά από όπου μπορείτε να βρείτε χρήσιμες πληροφορίες.

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Buy your course textbook and keep it forever!

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It is expected that the student returns the filled-in form with the actual hours of study to the instructor at the last meeting or the day of the final exam.

COURSE:		ANA103 A Anatomy	SEMESTER:		Fall Semester 2020		
WEEK	TOPICS	LEARNING RESULTS	STUDENT LABOR WORK			Evaluation 100 %	
			Teaching hours	Calculate study hours	Real Study hours		
1	Principles of Anatomy of the human body. Cells and tissues. Defenses of the organism.	1	3	1			
2	Respiratory System (upper and lower airway, lungs) and Circulatory system (Blood and Lymphatic)	1,2	3	1			
3	Nervous System I (Central - Brain and Spinal Cord)	1,2, 3	3	1			
4	Nervous System II (Peripheral - Spinal and Cerebral Nerves and Autonomous - Sympathetic and Parasympathetic)	1,2, 3	3	1			
5	Digestive system (Upper, lower and digestive glands)	1,2, 3	3	1			
6	Urinary System - Genital System (Male and Female)	1,2, 3	3	1			
7	Mid term Examination		2			30%	
8	Endocrine system - reticuloendothelial system	1,2, 3	3	1			
9	Sensory system (sight, smell, hearing and balance, taste, touch and the skin)	1,2, 3	3	1			
10	Kinetic system I - Osteology (Bone species, human skeleton)	1,2, 3	3	1			
11	Kinetic System II - Connection (Types of joints, joints of the human body)	1,2,3,4	3	1			
12	Kinetic System III - Mycology (Types and energy of muscles, auxiliary muscles, skeletal muscles)	1,2,3,4	3	1			
13	Christmas Holidays						
14	Christmas Holidays						
15	Elements of Human Anatomy - Review	1, 2, 3, 4	3	1			
16-17	Final Examination		2,5			40%	
Assignments						10%	
Participation						20%	
TOTAL						100%	

4. Students

(ESG 1.4, 1.6, 1.7)

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.

Institution Response

We thank the committee for the positive comments.

5. Resources (ESG 1.6)

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.

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.

Institution Response

1. There are available and easily accessible, sufficient sources of information for students, ie. electronic library, learning platform and distance education platform.
2. Physical sources, are sufficient to support the program, ie library, study rooms/facilities.
3. The College Library has available books to support the program.
4. The Administrative staff are sufficient to support the program.
5. The College support students through the Student Welfare Service and the communication between students and instructors has become more effective. All students get all necessary information regarding the Student Welfare Service through their admission.
6. Student support is offered to working students, and students with special needs.
7. The number of students in relation to the number of instructors is sufficient.
8. The College has been approved for the Erasmus+ - VET program, but due to COV-SARS19 pandemic, we have not yet completed any mobility plan.



6. Additional for distance learning programmes
(ALL ESG)

Not Applicable



7. Additional for doctoral programmes
(ALL ESG)

Not Applicable



8. Additional for joint programmes
(ALL ESG)

Not Applicable



B. Conclusions and final remarks

Institution Response

The Cyprus College Limassol appreciates the work and the effort that the E.E.C has made regarding the process of assessment – accreditation of the program of study «Medical Representative (2 years full-time or 4 years part-time) Diploma».

All constructive suggestions made by the Committee, are consider as absolutely necessary towards the assessment – accreditation process. They can be used as feedback to update and improve our programs.

The College took into account the findings – assessments and suggestions of the Committee and will implement them immediately.

C. Higher Education Institution Academic Representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Christos Vaganas	Director	
Andreas Nikolaides	Program Coordinator	
Panikos Kanakis	Instructor	
George Pallaris	Instructor	

Date: 23/02/2021

