

# Decision of the FIBAA Certification Committee for Continuing Education Courses



**16<sup>th</sup> Meeting on January 30<sup>th</sup>, 2020**

**Project Number: 19/010**  
**Higher Education Institution: Eastern Mediterranean University**  
**Course: Medical Documentation and Office Management Programme**

The FIBAA Certification Committee for Continuing Education Courses has taken the following decision:

According to § 7 (2) in conjunction with § 10 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Continuing Education Courses”, the continuing education course **Medical Documentation and Office Management Programme** is re-certified for seven years.

Period of Certification: April 12<sup>th</sup>, 2019 until April 12<sup>th</sup>, 2026

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Institution:**

Eastern Mediterranean University

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**Continuing Education Course:**

Medical Documentation and Office Management  
Programme

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**Intended Level According to European Quali-  
fication Framework (EQF):**

5

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**Brief description of the continuing education course:**

The Medical Documentation and Office Management Programme was established in 2008 under the School of Computing and Technology (SCT) which aims to offer a two year associate degree in the Medical Documentation field.

According to SCT the main policy of the programme is to educate students in a practical way rather than theoretically. Therefore a great emphasis is given to the practical courses. The courses are designed so as to give the students the knowledge and expertise, which will be useful in this field.

The aim of the programme is to make students able to work in the administrative sections in health organisations. The programme supplies graduates who are practically oriented, and capable of further personal development to the private and public sector.

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**Date of opening of the procedure:**

February 14<sup>th</sup>, 2019

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**Date of filing the self-assessment report:**

April 29<sup>th</sup>, 2019

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**Date of on-site visit:**

July 11<sup>th</sup> -12<sup>th</sup>, 2019

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**Type of certification:**

Re-certification

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**Certified as Cluster with:**

Accounting and Taxation Application Programme (two-year programme and three-year programme)

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**Mode of study:**

Full time

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**Initial start of the Programme:**

October, 2008

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**Start of course cycle:**

Both fall and spring semester

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**Capacity load:**

100-120 students

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**Student intake:**

25-60

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**No. of ECTS points assigned to the Course:**

120

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**Hours (workload) per Credit point:**

30

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**Intended level according to European Qualification Framework (EQF):**

5

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**Date of the Meeting of FIBAA-Certification Commission:**

January 30<sup>th</sup>, 2020

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**Resolution:**

The re-certification of the course is valid for seven years.

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**Duration of Certification:**

April 12<sup>th</sup>, 2019 until April 12<sup>th</sup>, 2026

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**Project Manager:**

Vera Henkel

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**Panel Members:****Prof. Dr. Oliver M. Rentzsch**

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**Prof. Dr. Volker Hasewinkel**

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**Christoph Balk**

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Student Human Resource Management (M. Sc.)  
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# Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit as well as the statement of the HEI to the assessment report dated December 13<sup>th</sup>, 2019.

The Medical Documentation and Office Management Programme of Eastern Mediterranean University fulfils the FIBAA quality requirements for certified continuing education courses and can be certified by the Foundation for International Business Administration Accreditation (FIBAA). It meets the demands of level five of the European Qualifications Framework for lifelong learning (EQF), has a modular structure and assigned ECTS points.

The panel members identify furthermore development potential for the course regarding the following:

- It recommends to keep an eye of the semesters workload and to react if the feedback concerning the workload starts becoming worse. (see Chapter 3.1),
- It recommends taking into account the science-based teaching in the programme. (see Chapter 3.2),
- It recommends including more variety in the choice of examination methods in order to move more to competence based examination methods. (see Chapter 3.2).

The measures the HEI eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-certification.

Furthermore, a set of criteria exists, which exceed the quality requirements:

- Positioning of the course within the institution's overall strategy (see Chapter 1.3),
- Integration of theory and practice (see Chapter 3.2),
- Skills for employment/ Employability (see Chapter 3.5),
- Practical business experience of the teaching staff (see Chapter 4.1),
- Student support and coaching (see Chapter 4.1),
- Administrative course director (see Chapter 4.2),
- Quantity, quality, media and IT equipment of teaching rooms (see Chapter 4.5),
- Access to required literature (see Chapter 4.5).

For the overall assessment please refer to the quality profile at the end of this report.

## Details on the institution

Established in 1979, the Eastern Mediterranean University offers programmes fully recognized by the Council of Higher Education in Turkey. Having completed its physical infrastructure, the campus spreads over an area of 2200 acres. The University owns campus facilities, and wants to create a multicultural environment with students coming from 68 countries and qualified faculty members from 35 different nations. In addition to the indoor and outdoor sport complexes, the variety of student clubs and the offices they own where all club activities are planned, and the on-campus dormitory facilities reflect according to the university the student oriented educational philosophy of Eastern Mediterranean University.

The university counts the following faculties:

- Faculty of Business & Economics,
- Faculty of Engineering,
- Faculty of Arts & Sciences,
- Faculty of Law,
- Faculty of Architecture,
- Faculty of Communication,
- Faculty of Education,
- Faculty of Health Sciences,
- Faculty of Pharmacy,
- Faculty of Medicine and
- Faculty of Tourism.

The School of Computing and Technology (SCT), established in 1979, is the oldest unit of the Eastern Mediterranean University. The primary goal of the SCT is to prepare highly skilled technical human resources demanded by the business, industry and service sectors of today's globalized digital world. To accomplish its primary goal, SCT is committed to equip graduates with the necessary knowledge and skills in their fields of study, through regularly revised project-based learning curriculum, and qualified teaching staff who have an industrial background.

## Further development of the course, statistical data and evaluation results, implementation of recommendations from previous certification

According to SCT the Medical Documentation and Office Management programme is the oldest programme in North Cyprus that specialises in medical documentation and office management teaching. It supplies the health organisations with graduates who are practically oriented and capable of further Documentation and Office Management.

Following SCT the curriculum is designed to allow experiential learning through the integration of intensive, hands-on activities built into the courses. During the last period of certification there only have been a few modifications in the curriculum that are based on the demand from the industry to keep the content actual.

The statistical data between the years 2013 to 2018 based on their nationality and gender.

STUDENTS ENROLLED IN TO MDOM PROGRAMME BETWEEN YEARS 2013 - 18												
NATIONALITY AND GENDER DISTRIBUTION												
YEAR	TRNC			TR			3.WORLD			TOTAL		
YEAR	FEMALE	MALE	TRNC	FEMALE	MALE	TR	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
2013	19	2	21	11	25	36				30	27	57
2014	14	3	17	16	30	46				30	33	63
2015	11	3	14	13	25	38				24	28	52
2016	11	0	11	11	15	26				22	15	37
2017	6	2	8	11	12	23				17	14	31
2018	7	1	8	12	2	14				19	3	22
<b>TOTAL</b>	<b>68</b>	<b>11</b>	<b>79</b>	<b>74</b>	<b>109</b>	<b>183</b>				<b>142</b>	<b>120</b>	<b>262</b>

STUDENT DROPOUT FIGURES FROM THE MDOM PROGRAMME BETWEEN YEARS 2013 - 18												
NATIONALITY AND GENDER DISTRIBUTION												
YEAR	TRNC			TR			3.WORLD			TOTAL		
YEAR	FEMALE	MALE	TRNC	FEMALE	MALE	TR	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
2013	1	1	2	2	5	7				3	6	9
2014	4		4	1	4	5				5	4	9
2015	2	2	4	3	5	8				5	7	12
2016		3	3	3	4	7				3	7	10
2017	3	1	4	2	2	4				5	3	8
2018		1	1	1	7	8				1	8	9
<b>TOTAL</b>	<b>10</b>	<b>8</b>	<b>18</b>	<b>12</b>	<b>27</b>	<b>39</b>				<b>22</b>	<b>35</b>	<b>57</b>

STUDENTS GRADUATED FROM MDOM PROGRAMME BETWEEN YEARS 2013 - 18												
NATIONALITY AND GENDER DISTRIBUTION												
YEAR	TRNC			TR			3.WORLD			TOTAL		
YEAR	FEMALE	MALE	TRNC	FEMALE	MALE	TR	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
2013	10		10	2	6	8				12	6	18
2014	7	1	8	2	7	9				9	8	17
2015	5	1	6	4	9	13				9	10	19
2016	4		4	5	11	16				9	11	20
2017	4		4	2	6	8				6	6	12
2018	4		4	2	2	4				6	2	8
<b>TOTAL</b>	<b>34</b>	<b>2</b>	<b>36</b>	<b>17</b>	<b>41</b>	<b>58</b>				<b>51</b>	<b>53</b>	<b>94</b>

AVERAGE CGPA OF STUDENTS GRADUATED FROM THE MDOM PROGRAMME BETWEEN YEARS 2013 - 18												
NATIONALITY AND GENDER DISTRIBUTION												
YEAR	TRNC			TR			3.WORLD			TOTAL		
YEAR	FEMALE	MALE	TRNC	FEMALE	MALE	TR	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
2013	2.83		2.83	2.54	2.54	2.54				2.78	2.54	2.7
2014	2.75	2.72	2.75	3.1	2.52	2.81				2.83	2.54	2.69
2015	2.43	2.21	2.4	2.3	2.7	2.5				2.37	2.65	2.52
2016	2.12		2.12	2.52	2.53	2.53				2.34	2.53	2.45
2017	2.53		2.53	2.99	2.24	2.62				2.68	2.24	2.46
2018	2.88		2.88	2.72	2.38	2.55				2.83	2.38	2.71
<b>DTAL AVERA</b>	<b>2.64</b>		<b>2.64</b>	<b>2.62</b>	<b>2.52</b>	<b>2.52</b>				<b>2.63</b>	<b>2.52</b>	<b>2.58</b>

The average duration of study (semester):

Graduation Year	Num. of Graduates	Avg. Duration (Semester)
2013	18	4.28
2014	17	4.18
2015	19	4.58
2016	20	4.40
2017	12	4.58
2018	8	4.38

The dropout rate of the programme differs from year to year, but is always about more than 15 %. According to the university this dropout rate comes inter alia due to the academic fails of the students during the first semester. The university is interested in filtering the group of students to get the highly motivated students. Because the entry procedure is controlled by the institution YÖDAK, the university is not able to find the students by its own criteria.

The high dropout rate is also reasoned because of the students' money problems. Some students have to work during the studies, especially from Turkey. Graduates from private high schools can get a scholarship, if they have a better grade point average (GPA) during the programme than 2.5. If this changes they also have to work to continue the programme. Furthermore the male students have to go to the military service and then stop studying. Some of them continue their studies afterwards.

The average utilisation is below capacity. As SCT explains, the main reasons for the low utilisation rate are:

- The increase in the number of universities both in Turkey and North Cyprus.
- The government facilitated the entry of vocational high school graduates to colleges and universities to register to four year programmes. Although, there are fewer opportunities to find jobs for four year faculty graduates, it seems to be more prestigious to study in a four year programme.
- Overall economic situation of the country.

The examination results based on average graduation GPA are 2.62 and the success rate is up to 85 %.

The university uses alumni tracking studies to get further information about the programme, the learning outcomes, the university services, the summer training, the work environment, the techniques and tools at the university and the graduates' future plans.



## Rating

The panel highly appreciates the detailed alumni tracking studies with that the university gets a lot of useful information to develop the programme and to get information about the graduates' future plans.

On average, approximately 15 % of the students abandon their studies. The university explains this dropout rate with many reasons that the panel can fully follow. The average utilisation is below capacity what is also explained by SCT and the panel can follow the explanations.

The statistical data show that there are 50 % female students and graduates in the programme. Worthy of note in this context is that almost all graduates who decided to not apply for further studies but to start working got a job offer.

# Description and appraisal in Detail

## 1 STRATEGY AND OBJECTIVES

### 1.1 Logic and transparency of course objectives (Asterisk Criterion)

The Medical Documentation and Office Management Programme (MDOM) was established in 2008 under the School of Computing and Technology (SCT) which aims to offer a two year associate degree in the Medical Documentation field. This is the only programme that specialises in medical documentation and office management education in Northern Cyprus.

According to SCT the main policy of the programme is to educate students in a practical way rather than theoretically. Therefore a great emphasis is given to the practical courses. The courses are designed so as to give the students the knowledge and expertise, which will be useful in this field.

The aim of the programme is to make students able to work in the administrative sections in health organisations. The programme supplies graduates who are practically oriented, and capable of further personal development to the private and public sector. For SCT the programme not only has been designed to provide a balanced education between the theoretical and practical concepts, but also emphasizes the importance of team working and implements team-based projects for this purpose.

The educational objectives of the programme are as follows:

- to provide a high quality education in the areas of office management, medical documentation, medical information, biostatistics and the use of computer programmes for the office,
- to develop skills in recognising and filling medical documents and typing up a vast array of office documents using appropriate office programmes, preparing and retrieving patient files, giving appointments, professionally organising meetings and writing up the minutes, and inputting statistical data and making appropriate analyses,
- to provide adequate opportunity for gaining experience in recognising and filling medical documents,
- to provide a learning environment that is based on open interaction with experienced staff as well as with an especially designed laboratory in the form of an open office which is equipped with computers switchboard and telephones, printers and photocopy.

Each graduate of the programme will:

- have acquired the adequate theoretical knowledge on office management procedures, document writing formats, use of medical terminology and diseases, and statistics,
- be competent in preparing all types of documents using the correct format and in recognising and completing relevant medical documents,
- be skilled in using the windows for programmes effectively and efficiently and in dealing and communicating with patients, visitors and health staff.
- be able to demonstrate the ability to participate effectively in the planning and execution of team based projects,
- have a sensitivity to ethical consideration in the medical field (such as rule of ethics and confidentiality).

The programme is recognized by the Higher Education Council of Turkey (YÖK) and Higher Education Planning, Evaluation, Accreditation and Coordination Council of Northern Cyprus

(YÖDAK). The selection and placement examination is carried out by YÖDAK once in every academic year. The Council of Higher Education (YÖK) leads HEIs in Turkey and Northern Cyprus in the context of the national qualification framework. According to SCT the programme takes into account the requirements of the National Qualification Framework for Higher Education in Turkey.

## Rating:

The qualification objectives of the programme are consistent in relation to the targeted vocational field. The panel appreciates that the institutions uses alumni tracking studies to get further information about the development of the alumni after graduation. According to SCT almost 100 percent of the graduates have been successfully employed in the field of health organisations. The qualification objectives of the programme are explained and convincingly presented in relation to the personal development in the targeted professional field. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality in convincing relation to the scope of the course.

The intended level of the programme according to the European Qualification Framework (EQF) is 5. That means that the students have comprehensive, specialised, factual and theoretical knowledge within a field of study. Graduates should have required a comprehensive range of cognitive and practical skills in order to develop creative solutions to abstract problems. They should be able to exercise management and supervision in contexts of work or study activities where there is unpredictable change. For the panel these requirements are fully fulfilled. According to the panel the course objectives are based on subject-specific and generic learning outcomes which are in line with the academic principles and the level of the qualification to be awarded on completion. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. In particular, a special focus lies in the development of soft skills. The course takes into account the requirements of the European Qualification Framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1*	Logic and transparency of course objectives			X		

## 1.2 International orientation of the course

According to SCT the programme pursues an international objective by explicitly aiming to provide training beyond regional and national frameworks. The students in the programme are able to do their occupational training in Turkey as well as in Northern Cyprus. This enables all students to gain insight into different systems and work methods outside national frameworks.

All students are local Turkish Cypriot students and Turkish citizens from Turkey. Until the year 2000, the medium of instruction was English. The medium instruction of the MDOM programme is Turkish. If there is a regional demand (especially from Middle East and African countries), the English version of the programme which is parallel to the Turkish version can also be delivered.

## Rating:

Due to the fact that the programme aims at qualifying students for the local job market (North Cyprus and Turkey) the international orientation of the course is not necessarily relevant. The intention of the course is to sustainably promote the employability of graduates which is taken into account in this programme. The panel appreciates that the university will deliver the programme in English if there will be enough interested students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1. Strategy and Objectives</b>					
1.2 International orientation of the course					X

### 1.3 Positioning of the course

According to SCT the graduates of the programme are more than sufficiently equipped to work in the health sector.

These graduates can be employed in the following areas:

- All state hospital departments
- All private hospital departments
- Private clinics
- Emergency services
- MRI scan and diagnosis centres
- Laboratories
- Patient file archives
- Part of hospitals administrative secretarial sectors
- Ministry of Health
- Pharmaceutical companies

Furthermore, graduates of the MDOM programme are qualified to further their education in the health administration programme and business administration departments.

According to SCT alumni-tracking studies are undertaken.

According to SCT, the programme at hand fit within the overall strategy. The vision and mission statements of SCT are:

- To train the students in becoming innovative and professionally responsible individuals who are able to adapt themselves to changing society and technology.
- To develop cultural diversity, and respect for different cultures.
- To contribute to the welfare of the society and peace in the region and the world.
- To assume a pioneering role in the economic, social and cultural development of the country by giving highest priority to quality in the areas of education and research.
- To become a transparent and autonomous institution with the participation of all its stakeholders.
- To adopt lifelong learning, flexible courses and learning environment including distance education as an integral part of the education system.
- To activate university-community collaboration by attracting the attention of the entire community through various activities such as conferences, seminars, working groups and so forth.

- To carry out scientific research and developmental projects by considering the primary needs of the society.
- To develop collaboration with industrial organizations.

## Rating:

The university distinguishes the programme on the education market by defining its goals and by outlining its characteristics. The profile and the competence goals are such that the programme can compete on the education market as well as on the job market. Alumni tracking studies have been carried out. The analysis confirms the market demand for graduates and the competitiveness of the programme. Fields of employment are described in a plausible manner and correspond to a foreseeable demand.

The way in which the programme is incorporated into the HEI's overall strategy is plausibly described and clear reasons are given, i.e. strong focus on practice, to adopt lifelong learning and to offer flexible courses with flexible learning environment. Offering the programme, which directly relates to the above mentioned goal and which is developed in close collaboration with organisations, therefore harmonically fits into the overall concept. For the panel the qualification objectives constitute the core of the institution's strategy and are sustainably implemented.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.3	Positioning of the course					
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy		X			

## 2 ADMISSION

The University's Registrar's Office manages student admission and registration for school programmes (two-year programmes). In order to be admitted to SCT, applicants are required to graduate from a high school or any other equivalent institution. Regulations regarding the student admissions are categorised for different nationalities as follows:

Nationals of Turkish Republic of Northern Cyprus (TRNC):

TRNC nationals who are high school graduates are admitted if they show a satisfactory performance at the university entrance examination administered by the university. Northern Cyprus' commercial school graduates from the related field are placed directly without any entrance exam. These categories of students are given full scholarship by the Ministry of Education of Northern Cyprus.

Turkish Nationals:

Students from mainland Turkey are admitted to the university through a central Turkish University Entrance Examination (ÖSS) administered by the Office of Student Selection and Placement. This examination is organised by Turkish Authorities for the placement of the

Turkish students into Turkish Universities in Turkey and the Turkish Cypriot Universities in TRNC.

Students from the Turkish Republic who finished high school abroad can apply with an equivalency certificate for the high school diploma obtained from the Turkish Republic Ministry of Education. Such students are not required to take the Student Selection Exam (ÖSS) and should apply to the Registrar's Office or Liaison Offices in Turkey for pre-registration.

Foreign Nationals (non-Turkish, non-TRNC):

International students other than Turkish/ TRNC nationals who have a high school diploma/ Certificate or equivalent obtain acceptance according to their academic performance. The documents required for registration are:

- original University Entrance Examination Score Report,
- a photocopy of the National ID Card,
- original High School Diploma or High School Exit Document,
- passport-sized pictures,
- male candidates should provide a document stating that they do not have any military service requirement,
- a bank statement indicating the first instalment or that the whole tuition fee has been deposited into the bank account of the university, and
- a health report stating that the student has no health problems.

All students are admitted regularly at the Eastern Mediterranean University as students.

## Rating:

The target group of the programme is characterised on the basis of previous knowledge, experience, and educational level and focus on the target group. The admission requirements are defined and the respective details are comprehensible and transparent. For the panel they also support the achievement of the course objectives. The programme admission conditions and processes are coordinated and are in line with the national admission requirements.

A contract between the university and the students is not necessary, since the students are enrolled as students at Eastern Mediterranean University.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>2. Admission</b>					
2.1* Focus on the target group					
2.2* Admission conditions			X		
2.3* Legal relationship			X		

## 3 IMPLEMENTATION

### 3.1 Structure

The medium of instruction in the programme is Turkish and the standard period of study for the diploma programme for a full time student is 4 semesters which is normally completed in

two years and requires fulfilling a total of 120 ECTS credits and 71 Eastern Mediterranean University's (EMU) credits. The programme consists of 30 courses.

Each credit point (ECTS) is based on 30 hours of study time. The university regulations make it possible for the successful students (whose GPA is above 3.00/4.00) to graduate sooner by taking higher course loads. If their grade point average (GPA) is above 3.00/4.00 the students are eligible to register extra one course of their normal load, and/or by registering to summer school courses. Additionally, students may register as part time and study at their own pace.

In each semester there are at least five to ten courses and students have to complete 21-39 ECTS points. The programme is composed of courses having ECTS points ranging from two to five. The occupational training, where the students are expected to complete a 65 work days internship in a health institute, has 21 ECTS points. The calculation of ECTS points includes the number of hours students were foreseen to spend on the course according to lecture and tutorial hours, self-study time, homework and supplementary materials. Furthermore, at the end of each semester, online student surveys are conducted by the university to ensure that the self-study times foreseen and the actual work load completed by the students are in line with each other.

Modules are described in the module descriptions. They provide detailed information about the duration of the module, the frequency, possible prerequisites, applicability for other modules, the lecturer, language of teaching, the workload, the defined amount of ECTS points, teaching methods, examination methods and duration, learning outcomes and literature.

A set of study and examination regulations ("Eastern Mediterranean University By-Law for Education, Examinations and Success", "Handbook") exists dealing i.e. with matters regarding assessments, re-sit examinations, internal and external transfer and course descriptions.

Students are assessed and evaluated on a semester basis. There are mid-term and final examinations. In addition to this, students are given at least three quizzes in every course. These quizzes are meant for keeping the students motivated and active and to prepare them for the final examination.

## Rating:

The structure of the programme supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assign ECTS points per module on the basis of the necessary student workload. The course's structural elements are convincingly described. The structure serves to promote the objectives and the students' acquisition of knowledge and competences in line with the given objectives. Practical components like the occupational training are designed and integrated in such a way that ECTS points can be acquired.

The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. A certificate supplement for the programme with a transparent documentation and the associated qualifications was submitted.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. They are orientated towards the principles of study regulations in higher education.

The study programme is designed so that students can study for a certain time at other HEIs, even if the students of the programme are not interested in study times abroad as the

university stated. This is explained because of the target group and seems plausible to the panel.

The feasibility of the workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling (see chapter 4.1). When reviewing the workload, the university also takes into account evaluation findings, including student feedback and the success rate. The calculation of workload in the third semester is higher than usual. One of the reasons for the higher workload in this semester is the occupational training in the fourth semester. The students have the possibility to do this internship where they want to. Therefore SCT cannot deliver modules in this semester and some modules have to take place in another semester. After the interviews with the students it is clear for the panel, that the workload in the third semester is feasible, even if it is higher. But the panel recommends to keep an eye of the semesters workload and to react if the feedback concerning the workload starts becoming worse.

Cross-module examinations do not take place. Instead, the university uses a combination of midterm and final examinations as well as quizzes and assignments (see chapter 3.2). The panel could get the impression that the shown sample examinations seen on the on-site visit are adequate. This also was indicated by the students during the interviews.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.1	Structure					
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)“ and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		

## 3.2 Content

During the programme students develop skills in filling medical documents, typing up a vast array of office documents using appropriate office programmes, preparing and retrieving patient files, giving appointments, and inputting statistical data and making appropriate analyses. They acquire an education in the areas of office management, medical documentation, medical information and biostatistics.

The curriculum overview is shown in the following illustration:



<b>First Year Fall Semester (26/26 Credits, 29/30 ECTS)</b>						
Course Code	Ref. Code	Course Name	Credit	ECTS	Category	Prerequisite(s)
ENGL161	3F711	Basic English I	(3,0,1) 3	4	UC	-
TDYN111	3F712	Medical Documentation I	(2,0,0) 2	3	AC	-
BYTM111	3F713	Office Management Techniques I	(3,0,1) 3	3	AC	-
BYTM115	3F714	Introduction to Computers	(2,0,2) 3	2	AC	-
BYTM117	3F715	Keyboarding I	(2,0,3) 3	3	AC	-
TDYN119	3F716	Anatomy	(2,0,0) 2	3	AC	
TDYN121	3F717	Medical Terminology	(3,0,0) 3	3	AC	
TDYN123	3F718	Medical Diseases Information I	(3,0,0) 3	3	AC	
TDYN125	3F719	First Aid	(1,0,0) 1	2	AC	
TURK104	3F720	Business Writing	(2,0,2) 3	3	AC	
<b>First Year Spring Semester (22/51 Credits, 31/60 ECTS)</b>						
Course Code	Ref. Code	Course Name	Credit	ECTS	Category	Prerequisite(s)
ENGL162	3F721	Basic English II	(3,0,1) 3	4	UC	ENGL161
TDYN124	3F722	Keyboard Applications	(1,0,1) 1	4	AC	
TDYN122	3F723	Health Services Management I	(2,0,0) 2	3	AC	
BYTM120	3F724	Office Management Techniques II	(3,0,1) 3	4	AC	
BYTM221	3F725	Electronic Spread Sheets	(2,0,2) 3	3	AC	
TDYN128	3F726	Business Writing Techniques Application	(2,0,2) 3	3	AC	BYTM117
TDYN130	3F727	Physiology	(1,0,0) 1	2	AC	
TDYN132	3F728	Medical Diseases Information II	(3,0,0) 3	4	AC	TDYN123
MATE109	3F729	Basic Mathematics	(3,0,1) 3	4	AC	
<b>Second Year Fall Semester (23/71 Credits, 38/98 ECTS)</b>						
Course Code	Ref. Code	Course Name	Credit	ECTS	Category	Prerequisite(s)
TDYN211	3F731	Professional Discourses	(3,0,1) 3	3	AC	
TDYN219	3F732	Medical Documentation Process	(3,0,1) 3	5	AC	
TDYN215	3F733	Health Services Management II	(2,0,0) 2	4	AC	TDYN122
TDYN217	3F734	Public Health and Medical Deontology	(2,0,0) 2	4	AC	
BYTM228	3F735	Personal Information Management	(2,0,2) 3	4	AC	
TDYN221	3F736	Research Techniques	(2,0,0) 2	4	AC	
TDYN223	3F737	Introduction To Psychology	(2,0,0) 2	4	AC	
TDYN225	3F738	Biostatistics	(1,0,2) 2	4	AC	MATE109
TDYN227	3F739	Hospital Information Systems	(2,0,0) 2	4	AC	
HIST280	3F740	Atatürk's Principles and History of Turkish Reforms	(2,0,0) 2	2	UC	
<b>Second Year Spring Semester (0/71 Credits, 22/120 ECTS)</b>						
Course Code	Ref. Code	Course Name	Credit	ECTS	Category	Prerequisite(s)
TDYN220	3F741	Occupational Training	(0,0,0) 0	22	AC	

According to SCT the programme content consists of 73% theory and 27% practical application. In the practical applications, the office management and medical documentation courses use real life related applications to get more detailed insights of the practice. In addition to this, each student has to complete one semester as their occupational training. Besides the above mentioned internship, courses such as Office Management and Medical Documentation have a focus on hands-on practical experiences to assure the integration of theory and practice. Furthermore, the academic staff is in touch with private and state hospitals as well as other actors of the healthcare sector in Northern Cyprus regarding internships, and to develop and update the MDOM programme curriculum.

Besides this, the curriculum contains two English courses that give the students English language skills. In addition to this, there is a “Professional Discourses” course in which students are taught accounting in the English language.

According to SCT, the courses in the programme meet the requirements of the employers in the medical sector. The curriculum is yearly developed/ modified according to the needs and the requirements of the medical sector. This process is done through yearly meetings with the representatives from hospitals for example.

In the programme there are two main exams. These are mid-term and final examinations. In addition to this, students are given at least three quizzes in every course. These quizzes are also part of the evaluation which goes towards the calculation of the final grades. Quizzes are given to help and prepare the students to stay motivated and active. The rules and regulations for the examinations can be found in the Regulations for Education, Examinations and Success.

According to the module descriptions, the following examination types are used:

- written exam,
- multiple choice,
- quizzes, and
- practical exams.

No final thesis is required by the end of the programme at hand.

## Rating:

The content of this programme is arranged in a logical sequence from introductory modules to specialisations. For the panel the curriculum takes properly into account the programme’s objectives. Therefore, the contents of the modules are well-balanced and oriented towards the intended learning outcomes. The lectures cover the contents necessary for achieving the qualification objectives and are outcome-oriented.

The panel is impressed by the connection between theory and practice that is obviously. The panel appreciates the compulsory internship that takes place in the last semester. It systematically links theory and practice and deepens the practical skills of the students. The panel rates this as a very strong combination of theory and practice. Besides that students apply theories and concepts by working with real-life cases. The focus clearly lies on the practical application. So it is ensured that practical contents are transferred by appropriate means. The job requirements of the course participants are considered.

Methodological competences play a subordinated role. The acquisition of methodological competences on the defined level is ensured. It is set down as a learning objective in the module descriptions. But it is not one of the main objectives of the programme to strengthen the students’ academic work skills, what the curriculum also reflects. The panel is also the opinion that the science-based training is not the main focus. The focus of the courses is clearly in combining theory and practice to strengthen the employability of the students. The panel appreciates this focus, but the acquisition of students’ academic work skills should not be downsized too much. Therefore it recommends taking into account the science-based teaching.

The contents of the programme and the objectives are not international oriented. But the university states in a transparent manner that the target group is not interested in international content. The students are interested in staying in Northern Cyprus or in going back to Turkey and to work in a national industry environment. That is why the university only

delivers the programme in Turkish language, even, if it can be also offered in English language. For this reason, this criterion is not relevant for the panel.

The examinations demonstrate a sufficient level of performance to attain the relevant qualifications. The examination methods are defined for each module and are suited in content to ascertain the intended learning outcomes. They also are in accordance with the desired qualification level. The panel considers the form of examinations as adequate. The form of the examination methods seems for the panel to be common practice in Northern Cyprus. It recommends including more variety in the choice of examination methods in order to move more to competence based examination methods.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.2	Content					
3.2.1*	Logic and conceptual coherence			X		
3.2.2	Integration of theory and practice		X			
3.2.3	International and intercultural contents					X
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		

### 3.3 Multidisciplinary qualifications and skills

During the internship, students work in the industry and have the opportunity to acquire communication skills. They also can learn how to handle conflict situations in real life. Most of the lectures train the students' communication and interpersonal skills by means of case discussions, group activities, and presentations. They learn to deal one by one and acquire communication skills as well as presentation skills. Furthermore within the curriculum there are three English courses that give the students English language skills. Moreover, in the curriculum there are seven computing courses that provide the students with a general foundation in IT and practical skills for using Office Management programmes.

#### Rating:

Providing the students with multidisciplinary competences and skills is in the focus of the curriculum. For the panel the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. These skills are not gained in one special module that is designed for this case, but the students can acquire these skills implicit through many modules in the curriculum. This is supported by means of suitable didactical and methodological measures.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.3	Multidisciplinary qualifications and skills			X		

### 3.4 Didactics and Methodology

As SCT states, the curricula are designed to align teaching and learning activities along with the learning outcomes with the participation and involvement of stakeholders, school members, administrative staff and students. In general the courses of the programme is taught using lecture sessions combined with laboratory and/ or tutorial sessions where physical attendance of the students is compulsory.

To ensure an effective linkage between theory and practice, the lecturers use case studies and discussions based on real-life examples from the industry whenever appropriate. During the internship students have the opportunity to apply their theoretical knowledge, to improve their accounting skills, and to gain work experience.

At the beginning of each semester, the course instructor prepares a course outline indicating the topics to be covered during the semester. For every course a main course book is recommended by the instructor. In addition, the lecture notes, exercises and solutions are posted on the web site of every course. Apart from the course book, extra course materials are also prepared by the instructor.

Rating:

During the on-site visit the university described the didactical concept in a logical coherence and with a focus on the course objectives taking into account the experience and the age of the students. The didactical concept is systematically oriented towards the course objectives. It is flexibly orientated towards the goals of each module and towards the target group. The accompanying course materials that could be inspected on-site are oriented towards the intended learning outcomes and correspond to the required qualification level. They all are electronically accessible for the students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.4	Didactics and methodology					
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2*	Course materials			X		

### 3.5 Skills for employment / Employability (Asterisk Criterion)

The aim of the programme is to prepare students for office management positions in the healthcare sector. According to SCT, the curriculum has been designed to meet the expectations of the health sector today and to respond to the demands which will arise as the industry develops. SCT in this context underlines the long-standing and wide-ranging relationships to local and national employers, which are expressed among others in practical trainings within the companies and meetings with company representatives.

In order to find out how satisfied the employers are with programme's graduates the university conducted a survey. The results from the survey are used to improve the programme continuously.

The skills attained by the students/graduates that are important for their employment are several. Each graduate of the programme will be able to:

- using the Office management programmes and keyboarding

- preparing efficient Turkish and English letters, memorandum, reports, agendas, minutes and announcements
- organizing events
- recognising and filling in appropriate medical forms within each department of a hospital. This enables all graduates to be adequately prepared for an employment in the health industry without requiring any extra cost or time for adaptation.

## Rating:

The promotion of employability runs as a common thread of the programme through all its modules. The content of the curriculum focus on achieving the qualification objectives and has a clear profile. Employability in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes is promoted, adding a benefit for graduates in the respective occupational field. Due to the interview of the students on-site, the panel is in no doubt that the graduates of the programme will be employable, given the focus on practical skills. The programme is well oriented towards meeting the anticipated requirements of the job market. For this purpose, the institution uses also evaluation results.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.5*	Skills for employment / Employability		X			

## 4 RESOURCES AND SERVICES

### 4.1 Teaching Staff

The programme employs five full-time instructors. They share the 25 core courses of the curriculum.

According to SCT the Academic staff is formed from professionals and academics including a medical doctor and health service's manager. Each academic staff has specialized in teaching courses in their related area. Academics giving the office management courses either have secretarial qualifications and/or BA and MBA in Business Administration. One of the academics also has a doctorate degree in education. The academic giving the medical courses is a specialized health professional. The academic teaching the medical documentation courses is a health services manager. All of the full time academic staff has had business experience before they were employed in the programme. This is an employment criterion of the SCT for vocational schools. The full-time teaching staff has an average of 9 years' experience in their relevant fields. Most of the teaching staff of the programme continuously improve themselves in their field. In addition to this, programme members are attending seminars, conferences and publish articles related to their field.

As part of internal cooperation the following activities are being conducted:

- The teaching staff of the programme and accountants regularly (once a year) organises meetings to discuss recent changes in accounting rules and regulations.
- The teaching staff of the programme collaborates with accountants when placing students for their internship.
- Academic staff who is working also in the industry give students real life projects.
- Some academic staff has participated in the project for 'Vocational Education Framework Preparations of Northern Cyprus'.

- Some of the academic staff of the programme has participated in the meetings at YÖDAK (Higher Education Council of Northern Cyprus) for adapting the ACTA curriculum to the Scottish Qualification of Vocational Education Framework (SQF).

Each student of the programme is assigned an academic advisor as soon as he registers to the programme, and this advising service continues until graduation. Apart from being assigned an academic advisor, each student is also assigned a project and summer training advisor.

The students of the programme are advised by the academic staff throughout their academic life such as with registration, course selection, orientation, project proposal preparation and summer training as well as after graduation with job finding and continuing education programmes. In this programme there is an internship/training coordinator that coordinates students with industry. Also the chair and the assigned academic staff make on-site visits to the companies randomly.

### Rating:

For the panel the structure and number of teaching staff are in line with the programme requirements. Likewise the qualifications and experience of the course management correspond with the needs of the programme. The course management is very content oriented and seems for the panel highly motivated in holding the quality of the course as a whole.

The academic qualifications of the teaching staff correspond to the requirements and objectives of the course. Overall the reviewers came to the conclusion that both practical background and academic qualifications are in line with requirements. The panel appreciates that the teaching staff has above-average business experience and uses it in a clearly visible and valuable way in their teaching activities.

For the panel SCT ensures internal collaboration and coordination to agree lectures and seminars in different manners. It is systematically ensured that the teaching staff cooperates internally for the purpose of tuning the modules towards the overall qualification objectives. There are regular meetings of all those teaching in the programme.

The panel is very impressed about the student support at SCT. The students are deeply contented with the quality of counselling, of support in organisational or administrative matters, and of individual coaching. Not only is support and coaching an integral part of the services provided by the teaching staff and offered on a regular basis, moreover, the advisors are available outside the specified office hours as well. The on-site visit showed that the students are given more than above-average support with academic and related issues.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.1	Teaching Staff					
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff		X			
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching	X				

## 4.2 Course Management

The Programme Coordinator is responsible for the coordination of the educational activities of both the teaching staff and students. These responsibilities include:

- promoting the programme,
- curriculum development,
- organizing exams,
- preparing the biyearly time table of the programme,
- organizing meetings,
- developing the laboratory,
- coordinating and organizing meetings with the industry.

Decisions on departmental (programme) proposals are taken by the School of Computing and Technology (SCT) Board. The SCT Board members consist of Programme Coordinators and one departmental representative from each programme. In addition to this, the SCT's Student Representative is invited to the SCT Board meetings to discuss the students' problems and possible solutions.

The administration of university and school supports and encourages all academic activities, academic appraisals, social activities, researches related with the participants. The main contact persons of the students to benefit from all these services are their academic advisors. The contact persons of the academic staff are their unit administrators. The administration provides the following:

- health services,
- psychological counselling,
- sports and cultural services,
- transportation services,
- library services,
- accommodation services,
- food and beverages services,
- banking service,
- technological supporting.

## Rating:

The administrative course director coordinates the activities of everyone involved in the courses and ensures that the course runs smoothly. The course management is very content oriented and seems for the panel highly motivated in holding the quality of the programme as a whole. For the panel it is also ensured by the Programme Coordinator that the programme is further developed in cooperation with the relevant groups. The panel appreciates the high motivation of all persons involved.

Faculty members and students are supported by the administration in the organisation of the programme. Sufficient administrative staff is available, they are highly committed to their jobs. Decision-making processes, authority, and responsibilities are clearly defined.

A main contact person for the participants has been appointed. The participants are informed on all relevant matters in advance and in a comprehensive way. The reachability of service staff is clearly determined. Requests are dealt with promptly.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4. Resources and Services</b>					
4.2 Course Management					
4.2.1* Programme Coordinator		X			
4.2.2 Process organisation and administrative support for students and teaching staff			X		
4.2.3 Service for participants			X		

## 4.3 Networking

Students are assigned a portal account and electronic mail address when they register. Students can join student clubs as part of their social activities. According to SCT, in this way, students can improve their social, cultural and occupational skills, gain the skill of expressing themselves more efficiently, take part in club organisations, either theirs or other clubs', and attend the club activities.

In addition to this the university's student career research centre tracks students after graduation.

## Rating:

Measures to create and maintain networks have been provided.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4. Resources and Services</b>					
4.3 Networking			X		



#### 4.4 Cooperation with academic institutions or enterprises (Asterisk Criterion for cooperation courses)

SCT points out that the academic staff of the programme is in close contact with healthcare sector experts from different areas like hospitals in Northern Cyprus and Turkey. This cooperation provides mutual benefits for both, the industry and the SCT. The departmental board of the programme continuously updates the curriculum according to the needs and requirements of the industry by consulting national and international health institutions.

#### Rating:

Looking on the course objectives it is understandable for the panel that cooperations with HEIs or other academic institutions play a secondary role. More important for this practice oriented programme is the cooperation with enterprises, resulting in different activities such as project work, work experience placements and teaching activities. Furthermore, company representatives are involved in the development and update process of the curriculum as well as in the quality assurance process of the programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)			X		

#### 4.5 Facilities

There are three classrooms and two laboratories assigned to the programme. The capacity of each classroom is 35 students. In every classroom there is a desktop computer/lab top, data projector, and internet connection. The capacity of each laboratory is 25 students, and there are 25 standalone desktop computers, internet connection and a data projector. In addition to this the necessary office management software has been installed on every computer ready to use for the students.

The SCT has a website where every programme under the SCT has its own website. The website of each course is kept up to date and includes course content, aim, methodology, learning outcomes, schedule, and evaluation of the course. In addition to this, students have access to all books and journals available at the EMU library. Moreover, the EMU library provides access to a large number of online databases. The working hours are from 9:00 – 22:30 (Monday to Friday) and 10:00 – 20:00 (Saturday and Sunday). During the examination periods: Monday to Sunday 24/7.

EMU Library's institutional memberships are as follows:

- TÜBİTAK - ULAKBİM (National Academic Network and Information Center)
- ANKOS (Consortium of Anatolian Universities' Libraries)
- ÜNAK (University and Research Librarians Association)
- OCLC (Online Computer Library Center)
- LIBER (Ligue Des Bibliothèques Europeennes De Recherche)

## Rating:

In the view of the panel, the number and size of teaching rooms, the equipment of all learning facilities are in line with the needs described for the programme, also taking into account of the use of resources for other programmes. For special contents of the curriculum (e.g. office management programmes), the institution possesses appropriate rooms which possess the specific technical components needed. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students.

Access to literature and journals as well as digital media, e.g. electronic media, databases and journals, is coordinated with the course content and is up to date. Access to relevant digital media is available outside the institution as well. Opening hours and staffing entirely fulfil the students' needs. There is ample access to literature and journals as well as digital media including databases. Sufficient library workstations are available to students with appropriate technical equipment and rooms for group work.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	<b>Resources and Services</b>					
4.5	Facilities					
4.5.1*	Quantity, quality, media and IT equipment of teaching rooms		X			
4.5.2*	Access to required literature		X			

## 5 Documentation

The course's content and examination scheme have been documented in the courses' outline and published on the web page of the courses. The curriculum of the programme is publicly available on the School of Computing and Technology web site.

The courses are described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in electronic form, which ensures a high level of transparency.

## Rating:

The course's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). A set of study and examination regulations ("Eastern Mediterranean University By-Law for Education, Examinations and Success", "Handbook") is published for all parties.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.*	<b>Documentation</b>			X		

## 6 Quality Assurance

The quality assurance strategy consists of the following quality control mechanisms:

- Curriculum review
- Review of academic standards
- Course evaluation process
- Analysis of the employability of the graduate

### Curriculum review

There has been curriculum modification in the programme recently. The main aim of this modification is to fulfil the requirement of health industry and feedback from occupational training supervisors.

Regular academic department meetings are the main mechanism used to address curricular issues. School members who teach in the programme meet once per year to review the content and coordination of courses in the programme. They review the learning outcomes for each course in the programme in order to minimise overlaps in content between different courses, and to make sure that no significant contents are missing in the programme. They also specify the textbooks to be used for each course, and they can recommend specific teaching approaches, such as the use of real-world projects or case studies for specific courses.

Proposed curriculum changes are also discussed in department and school board meetings. The department may propose changes to the curriculum, which are then sent to the school board for consideration. The SCT Board members consist of Programme Coordinators and one departmental representative from each programme. In addition to this, the SCT's Student Representative is invited to the SCT Board meetings to discuss the problems and solutions of the students. Decisions on departmental (programme) proposals are taken by the SCT Board subject to the University senate decisions.

### Review of academic standards

Regular academic department meetings are also the main mechanism for establishing and reviewing academic standards. In addition to the curriculum review meeting, local programme members who teach in the programme also meet once per year to review the implementation of academic standards that the department has established. These standards specify minimum requirements for course assignments, for providing feedback to students, and for grading. The departmental standards are compared with actual results wherever possible and corrective actions are agreed upon.

The primary mechanism for assuring that the learning outcomes are being achieved in the programme is the systematic assessment of learning outcomes.

### Course evaluation process

The primary mechanism for monitoring and controlling the quality of instruction is the systematic evaluation of courses by students. The students are asked to evaluate each of their courses each term. For this purpose a questionnaire consisting of 17 questions about the course and the instructor is used. This questionnaire was developed by and is regularly reviewed and improved by a committee of the university senate members and students. The evaluation is carried out online for each course, and it is administered by committee of the Rectors' Office. The instructor is invited to wait outside the class during the process, so that it can be anonymous and confidential. All student responses, including written comments, are entered into a spreadsheet to ensure students' anonymity. The printed results are then sent to the instructor after he submits the grades for the course.

Additional early evaluation is carried out by the instructor voluntarily in order to find out existing problems if any. The results from both the early and the end-of-term evaluations

provide valuable feedback to instructors that help them identify areas where improvements are needed.

Each academic department head receives and reviews the evaluations for all courses in his department, and together with the academic director, they identify possible instructional problems and take appropriate actions to resolve them.

#### Alumni and employers

Alumni and employers surveys are conducted regularly to solicit feedback from these groups in several ways that is very useful in helping to improve the programme.

Occasionally selected alumni are invited to come to the academic department meetings to give feed-back about the programme. Recently, selected alumni of the programme were invited to a meeting with the programme members to discuss how the coordination of the programme could be improved. The alumni who attended this meeting were working professionals in the health area and they provided very useful input on topics that were missing in the programme and topics that were repeated in some courses. In addition to this they were asked to complete an online questionnaire on the following topics:

- opinion about university services,
- learning outcomes of the programme,
- opinion about the programme,
- opinion about summer training, and
- their future plans.

Moreover international accreditations/certifications are also assurance for the quality of education.

#### Rating:

At SCT quality assurance procedures are implemented. A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. All relevant parties participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. Quality control by the teaching staff is also carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process.

To improve the programme alumni surveys are also conducted regularly. For the panel this is also very useful in helping to develop the programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>6.</b>	<b>Quality Assurance</b>					
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance					
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff			X		
6.2.3	External evaluation by alumni, employers and others			X		

# Quality Profile

**Institution:** Eastern Mediterranean University

**Continuing Education Course:** Medical Documentation and Office Management Programme

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1*	Logic and transparency of course objectives			X		
1.2	International orientation of the course					X
1.3	Positioning of the course					
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy		X			
<b>2.</b>	<b>Admission</b>					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		
<b>3.</b>	<b>Implementation</b>					
3.1	Structure					
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)“ and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		
3.2	Content					
3.2.1*	Logic and conceptual coherence			X		
3.2.2	Integration of theory and practice		X			
3.2.3	International and intercultural contents					X
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		
3.3	Multidisciplinary qualifications and skills			X		
3.4	Didactics and methodology					
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2	Course materials			X		
3.5*	Skills for employment/Employability		X			
<b>4.</b>	<b>Resources and Services</b>					

## Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Teaching staff of the course					
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff		X			
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching	X				
4.2	Course management					
4.2.1	Administrative course director		X			
4.2.2*	Process organisation and administrative support for students and teaching staff			X		
4.2.3	Service for participants			X		
4.3	Networking			X		
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)			X		
4.5	Facilities					
4.5.1*	Quantity and quality of media and IT Resources of teaching rooms		X			
4.5.2*	Access to required literature		X			
5.*	<b>Documentation</b>			X		
6.	<b>Quality Assurance</b>					
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance					
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff			X		
6.2.3	External evaluation by alumni, employers and others			X		