

Doc. 300.1.2

Date: 31/7/2023

Higher Education Institution's Response

- **Higher Education Institution:**

European University Cyprus

- **Town:** Nicosia

- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

“Διαχείριση Ελάττωσης Κινδύνου Καταστροφών και Ασφάλειας* (18 Μήνες/90 ECTS, M.Sc.)”

In English:

“Disaster Risk Reduction and Security Management* (18 Months/90 ECTS, M.Sc.)”

*(*revised name of programme based on the EEC recommendation; please see Section 1.5, p.4)*

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

- **Programme's status:** New

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to APPENDICES should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of APPENDICES, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as APPENDIX1, APPENDIX2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1. Add a practical course to the programme, where students learn operational methods and best practices on applying emergency management to case studies and simulations of humanitarian crises, earthquakes, landslides, floods, wildfires, industrial (Natech) disasters, pandemics, conflicts and wars, etc.</p>	<p>Thank you for your valid point. Based on the outcome of the discussion during the visit of the External Evaluation Committee (EEC) and the outcome of internal discussions, it is proposed that a new course entitled “<i>Planning and Exercising for Natural Hazards and Disasters</i>” is now included (see APPENDIX I, Course Syllabi, page 10), with an aim to introduce the student to the practical aspects of emergency and security management as the EEC suggests. The new course includes (in the form of invited seminar series) practitioners and/or first responders. It is also evident from a number of redesigned courses that more practical elements are now included (e.g. case studies, simulations, Table Top Exercises) that will allow the students to become acquainted with practical aspects. For instance, please see Course Syllabi, yellow highlighted sections (APPENDIX I, Course Syllabi, page 11).</p>	<p>Choose an item.</p>
<p>2. Add a course on the ‘people side of the disaster’ on how vulnerability, behaviour and resilience interact when risks are exposed to people and stakeholders. The programme seems to focus most on the first 2 chains in the ‘source - pathway – receptor’ framework, but less on the third chain.</p>	<p>We fully agree with the EEC recommendation. To address this, two new courses have been added, “<i>Sociology of Disasters</i>”, and “<i>Management of Communication and Leadership in Disasters</i>” (please see APPENDIX I, Course Syllabi, pages 20-22 and 13-14, respectively).</p> <p>In more specific, the first course “<i>Sociology of Disasters</i>” aims to prepare students on the impact of catastrophes and incidents in the societal level.</p> <p>The second course “<i>Management of Communication and Leadership in Disasters</i>” aims to prepare students on</p>	<p>Choose an item.</p>

	<p>people dynamics within the team or at the organizational level. With these two new modules graduates will have a holistic experience on how disasters and security incidents are managed in the micro and macro level.</p>	
<p>3. Add new developments to the programme on data collection with people participation (mobile telephone data collection / social media usage during emergencies), satellite imagery, aerial lidar and drone technologies, GIS analysis & mapping, VR/AR developments, digital twins of the state of critical infrastructure – ideally with the students making practical use of such datasets.</p>	<p>This is another valid point. This is now addressed by the newly introduced courses “<i>Planning and Exercising for Natural Hazards and Disasters</i>” and “<i>Management of Man-Made Disasters and Security Threats</i>” (please see APPENDIX I, Course Syllabi, pages 10-12 and 8-9, respectively).</p> <p>More specifically the first course provides to the students a detailed overview of how to plan and execute preparatory exercises in the disaster and security management context, including the use of technological aids, while the latter provides to the student a detailed outlook of how technological aspects are dealt with, including Critical Infrastructure Protection.</p>	<p>Choose an item.</p>
<p>4. Add a graduation research project to the programme, where students write a thesis over a period of 6 months (30 ECTS). This will learn the students to conduct independent research and report their findings in a written report.</p>	<p>In agreement with the EEC recommendation, a “Master Thesis” is now offered as an option to the students. Students now have the following two options for their path in their third and final semester after the first two semesters of compulsory taught courses (6 in total of 10 ECTS each):</p> <ol style="list-style-type: none"> a. a Master Thesis (30 ECTS) that will allow them to specialize on the topic of their chosen thesis; OR b. three (3) optional courses (10 ECTS each) either at the Disaster Management or the Security Management specialisation. <p>Please see APPENDIX II the revised Curriculum.</p>	<p>Choose an item.</p>

<p>5. Consider changing the title of the programme to ‘Disaster risk reduction and security management’.</p>	<p>Thank you for your valid point. We agree with the proposed title. Please see cover page, how we revised the title of the programme.</p>	<p>Choose an item.</p>
<p>6. <u>Risk Assessment & Management</u> – strong on theory and analytical methods. However, more should be said about how risk assessments can be communicated, (a) in the pre-emergency preparedness phase and (b) in the rapid response emergency event stage, for usage (i) with emergency managers and (ii) with the general public, e.g. via case studies with examples of e.g. colour-coded risk maps, recommended priority actions, audio alerts, SMS text messages, press releases for TV/radio/social media.</p>	<p>Thank you for your valid point. We have addressed this point in the following ways:</p> <ol style="list-style-type: none"> 1. The course has been renamed to Risk Assessment, Management and Communication. 2. Risk Communication has been enforced in the syllabus of this course (please see APPENDIX I, Course Syllabi, in both “Course Purpose” and “Learning Outcomes” of the syllabus, page 2). 	<p>Choose an item.</p>
<p>7. <u>Research Methods</u> – after the Data Analysis component, a section needs to be added about Data Presentation and ways of effectively communicating research findings.</p>	<p>Thank you for your valid point. This has now been included in the new syllabi description of the course (please see APPENDIX I, Course Syllabi, page 4).</p>	<p>Choose an item.</p>
<p>8. <u>Understanding Security & Safety in the 21st Century</u> – There is a need to have a security element within the programme but at what level is the primary concern. This course gives a broad introduction to security studies and to some key developments that have occurred in the field. However, the aim of the programme is to develop disaster and emergency responses, preventions and interventions. While there is a need to understand the political dynamics of any region or country, the level of interest on the field of security studies appears out of place with</p>	<p>As per the EEC recommendation, the course has now been removed. A new course entitled “Crisis Management” has been introduced which, in the opinion of the teaching team addresses both the reviewer’s concerns, as well as the management aspect of security and disaster risk reduction. The course has now been amended (please see APPENDIX I, pages 6-7) and has been renamed as “Crisis Management”. The new course provides to the student all the basic introductory elements that will allow them to follow the course.</p>	<p>Choose an item.</p>

<p>the aim of the programme. Consider amending or removing.</p>		
<p>9. <u>Man-made Catastrophes</u> - Methods and techniques from this course also appear in OSH605. Reduce this overlap.</p>	<p>In alignment with the EEC’s recommendation the course on “Man Made Catastrophes” has now been replaced by the new course “<i>Management of Man-Made Disasters and Security Threats</i>” (please see APPENDIX I, pages 8-9). Previous overlap with OSH605 has now been removed.</p>	<p>Choose an item.</p>
<p>10. <u>Geohazards: Management & Prevention and Natural Hazards & Disaster Management</u> – lots of overlap here: we think that these two courses should either be merged, or else clearly focus on more distinct topics, e.g Natural Hazards & Disaster Management, or e.g. Methods for Disaster Management & Risk Reduction, or e.g. Disaster Management in the Mediterranean Region.</p>	<p>Thank you for your valid point. This course has now been replaced by the new course “<i>Planning and Exercising for Natural Hazards and Disasters</i>” (please APPENDIX I, pages 10-12). All overlap with the previous course has now been removed.</p>	<p>Choose an item.</p>
<p>11. <u>Critical Infrastructure: Protection & Resilience</u> - This course would preferably also address design strategies for critical infrastructures, such as inherent safe design -, redundant design -, probabilistic design of these (flood defence, earthquake resistant) structures.</p>	<p>As with the EEC recommendations above, we adopt this one as well. Hence, OSH 635 has now been replaced by the new course “<i>Management of Man-Made Disasters and Security Threats</i>” (please see APPENDIX I, pages 8-9). With the new course, students have now a holistic approach on man-made disasters and how to manage them.</p>	<p>Choose an item.</p>
<p>12. <u>Modelling emergencies</u> – There is some overlap here with the courses ESM620, ESM610 and OSH655. Clearly identify the differences between these courses and how they complement each other. As prerequisite this course really needs a strong background in mathematics and physics. The proposed admission criteria are too soft, since students with a BSc degree in social sciences or health</p>	<p>Similarly, here, Modelling Emergencies has now been replaced by the new course “<i>Planning and Exercising for Natural Hazards and Disasters</i>”. This newly redesigned “<i>Impacts of climate change on natural disasters</i>” which includes all the elements related to climate impacts on natural disasters (please see APPENDIX I: Course Syllabi, pages 10-12).</p>	<p>Choose an item.</p>

<p>will not be able to participate in this course. Alternatively, reduce the advanced models and computational techniques from this course, and replace it by more generic techniques on modelling emergencies, such as MCDA (Multi Criteria Decision Analysis) techniques to deal with socio-economic data, conflicting objectives (costs vs. safety) and conflicting stakeholders.</p>		
<p>13. <u>Impacts of climate change and Resilience</u> – more up to date Required Readings are needed.</p>	<p>Thank you for your valid point. This has been addressed. Please refer to page 19, where the new reading sources have been added.</p>	<p>Choose an item.</p>
<p>14. <u>European Security & Defense</u> – While some knowledge of the region to do with threats, military actors, insurgent groups could be useful for any disaster response, it is less clear why a course would be needed to detail EU, NATO or otherwise institutional frameworks such as PESCO. The programme would greatly benefit from a course that would detail UN, EU and other legislation, SOPs, and operations to prevent and respond to disasters and emergencies. Consider withdrawing this course.</p>	<p>In alignment with the EEC's recommendation, the course has now been redesigned and is now called "<i>International Security & Defense Institutions and Legislation</i>" (please APPENDIX I. Course Syllabi, pages 23-25). With the new course, students are introduced to all the European and International Security related institutions and to the way that deliberations and decisions are made in this context.</p>	<p>Choose an item.</p>
<p>15. <u>Assessing New Threats & Challenges in the Mediterranean Security Environment</u> – This is a good regional analysis of the potential threats, disasters and emergencies that the students will most likely be familiar and be important for simulations and case studies. Consider revising cumbersome title.</p>	<p>Thank you for your valid point. As this is an integral part of the "Security" specialisation we revised the title as "<i>Assessing New Security Threats & Challenges in the Mediterranean</i>" (please see APPENDIX I: Course Syllabi, pages 26-27).</p>	<p>Choose an item.</p>
<p>16. <u>Violent Extremism and Terrorism: Trends and Facts</u> – This course could be represented within the</p>	<p>In agreement with the EEC's recommendation, a brand-new course has been introduced, entitled "<i>Security</i></p>	<p>Choose an item.</p>



<p>assessing new threats and challenges and does not singularly add relevant topical substance to the programme. Consider merging with the Assessing New Threats and Challenges in the Mediterranean Security Environment course.</p>	<p><i>Sector Reform</i>” (please see APPENDIX I: Course Syllabi, pages 20-30). With the new course, students are provided with all the important novel developments in security science.</p>	
---	--	--

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1. Theory and practice are evidenced in the programme though the connection between the two are less evident. We recommend that a greater connection between theory and practice be established to show clear progression through learning achievements. We note that such a structure of the curriculum would make it more complicated for part-time or late joining students. However, as shown in section 1, we believe that a greater practical element should be added to the programme and that a praxis approach to learning will improve the educational achievements but also the employability opportunities.</p>	<p>Thank you for your valid point. As illustrated through the new syllabi (please see APPENDIX I) practical elements have been introduced in many ways. Students now will benefit from Table Top Exercises (TTX), simulations, team work and seminars from practitioners and professionals. Nonprofessional students will be encouraged to undertake “placements” at Governmental and Non-Governmental Organisations. We have highlighted across the APPENDIX for the convenience of the EEC and CY.Q.A.A. the additions and adjustments made on the respective syllabi with yellow highlights.</p>	<p>Choose an item.</p>
<p>2. Individual research and student participation in research projects is an important part of a masters programme. We recommend that greater research opportunities be given to students either as independent research projects or working on staff research projects.</p>	<p>As evident at the new Curriculum (please see APPENDIX II), research has now been enhanced in two ways: we introduced a newly designed (compulsory) course on Research Methods and included the option of the Master Thesis.</p> <p>It should also be noted that whole courses have been redesigned and are now assessed on a project basis (focusing on research elements) based on the EEC recommendations.</p>	<p>Choose an item.</p>

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1. To consider the consequences of the appointment of non-EUC staff on a programme which will need strong pedagogical and pastoral support for students.</p>	<p>European University Cyprus offers for both Full Time (FT) and Part Time Faculty (PT) on a yearly basis course that provide knowledge and support. All FT and PT Faculty are provided with the same training and are familiar with all University procedures and services. In this context it is anticipated PT and FT will have the required pedagogical and pastoral skills to provide to the students.</p> <p>This training focuses on contemporary issues in teaching and research in tertiary education, including the use of latest communication technologies for effective teaching and learning. The training period is internally recognized by the award of a certificate, which describes the courses attended/successfully completed by the participant. We are thus committed to enhancing the pedagogical knowledge and skills of our instructors, as we understand that this will ultimately contribute to the overall improvement of the educational experience for our students (please see APPENDIX III the 2022-23 Annual Faculty Professional Development Program).</p>	<p>Choose an item.</p>
<p>2. To consider the gender balance of teaching staff where possible.</p>	<p>This is a valid point. While the current composition of the teaching staff in the programme – clearly – shows imbalance, European University Cyprus has recently adopted a policy that addresses gender balance issues. Efforts will thus be made to increase the amount of female teaching staff as per this policy which aligns to the EEC recommendation.</p>	<p>Choose an item.</p>
<p>3. To consider the number of fulltime in the department employed to deliver this programme.</p>	<p>Three (3) full-time Faculty are involved in offering courses in the programme of study, namely: Professor George Boustras, Associate Professor Christos Dimopoulos and Lecturer Cleo Varianou Mikelidou.</p>	<p>Choose an item.</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
1. Consider limiting the programme admission to engineering and science students.	Thank you for your suggestion. In its submitted previous form (that included stronger numerical elements, e.g. the previous course “Modelling Emergencies”) the programme was more focused on potential candidates with a strong numerical background (e.g. engineers and scientists). At its new current revised form –based on the recommendations of the EEC and described elsewhere in this report – it is our belief that the M.Sc. can accommodate a wide spectrum of candidates, even those from more “soft science” background.	Choose an item.

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1. To consider a safe guarding policy that would ensure the duty of care of all students on the programme where students have expressed a key role of teaching staff for pastoral and academic support. An example of a safe-guarding report can be found at https://warwick.ac.uk/services/gov/university-policies/safeguarding/</p>	<p>European University Cyprus offers a full pastoral service to its students and staff. Examples of that are the Center of Applied Psychology and Personal Development, where they can get support in person or as a group to address such issues (please see the services provided by the Center in APPENDIX IV)</p> <p>In addition, European University Cyprus recognises its fundamental responsibility to provide an environment in which all individuals of the organization, including staff, students and visitors, are able to work, learn and develop in a safe environment. It has thus developed a Safeguarding Policy which aims to ensure that all members of the EUC Community are treated, and treat one another, with respect in a safe and productive environment—an environment without exploitation, emotional or physical abuse, sexual misconduct, violence, theft or substance abuse. The University takes all reasonable steps to keep the campus and community safe and to prevent and respond to any misconduct or behaviour that could harm or disrupt the work, learning or social spaces of others (please see the EUC Safeguarding Policy in APPENDIX V).</p>	<p>Choose an item.</p>
<p>2. to consider the learning opportunities using 3D, VR and AR technologies that would provide a greater experiential opportunity for students. We note the possible use of the Microsoft suite.</p>	<p>A request to EUC Academic and Administration Management has been placed to allow us to use the Start-Up Centre Powered by Microsoft and to install the required software. This request has been accepted and all relevant software and hardware (e.g. VR goggles) will be of use at scheduled times.</p>	<p>Choose an item.</p>
<p>3. Linked to our request for better presentation of risk assessments via</p>	<p>We confirm that we addressed this recommendation by installing initially the</p>	<p>Choose an item.</p>



<p>improved risk communication, consideration should be given to providing the students with access to visualisation and mapping systems, such as Google Earth Pro, or ArcGIS - or better still, the free Open Source alternative, QGIS.</p>	<p>QGIS software and that we are in the process of identifying the way (cost and number of licenses) to acquire and install ArcGIS and Google Earth Pro, once the new M.Sc. has been approved.</p>	
--	--	--

6. Additional for doctoral programmes
 (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

7. Eligibility (Joint programme) (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>Based on the above findings and strengths, the panel acknowledges the importance of this programme, but recommends a major revision of the proposed programme and suggestions for improvements have been included in this report.</p>	<p>We sincerely thank the EEC for the positive feedback and its constructive recommendations. We found the EEC's candid discussions a constructive learning process as we were provided with critical input on moving forward effectively.</p> <p>We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and addressed all comments in full. By embracing the EEC's comments and recommendation, we are convinced that our program will effectively ensure its students' learning outcomes.</p> <p>In closing, we are grateful to the EEC for their suggestions and insightful comments with regard to the programme now renamed (as per the EEC recommendation) "Disaster Risk Reduction and Security Management (18 Months/90 ECTS, M.Sc.)".</p>	<p>Choose an item.</p>

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. George Boustras	Program Coordinator	
Dr. Ioannis Michos	Chairperson, Department of Computer Science and Engineering	
Prof. Panagiotis Papageorgis	Dean, School of Sciences	

Date: 31/7/2023

APPENDIX I – COURSE SYLLABI

	Course	Title	Page
1.	OSH605	Risk Assessment, Management and Communication	2
2.	OSH620	Research Methods	4
3.	ESM600	Crisis Management	6
4.	ESM605	Management of Man-Made Disasters and Security Threats	8
5.	ESM610	Planning and Exercising for Natural Hazards and Disasters	10
6.	ESM615	Management of Communication and Leadership in Disasters	13
7.	ESM620	International Disaster Management & Humanitarian Response	15
8.	ESM630	Impacts of Climate Change on Natural Disasters	18
9.	ESM640	Sociology of Disasters	20
10.	ESM650	International Security & Defense Institutions and Legislation	23
11.	ESM660	Assessing New Security Threats and Challenges in the Mediterranean	26
12.	ESM670	Security Sector Reform	28
13.	MSH690	Master Thesis	31

Course title	Risk Assessment, Management and Communication				
Course code	OSH605				
Course type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 1 st semester				
Teacher's name	Dr. Cleo Varianou Mikellidou				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>The objective of Risk Assessment & Management with a focus on the emergency and security domain aims at equipping students with the necessary theoretical and practical information on managing risks. A holistic risk context analysis will be provided, with an emphasis on Risk Perception, Risk Assessment, Risk Management and Risk Communication. The importance of Risk Perception and weak signals will be discussed. Risk communication as the absolute channel of information regarding risks in a National and Organizational level will be discussed. Advanced techniques in risk assessment, deterministic, mathematical, statistical, probabilistic and stochastic will be introduced. Generation of Risk Management Options as an outcome of a thorough Risk Assessment will be offered. Students will benefit from exposure to real life scenarios of past emergency and security incidents will be provided.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Develop techniques on understanding weak signals as an accident precursor • Develop techniques in identifying risk perception in an organizational and national level • Apply emergency and security legislation in the development of qualitative risk assessments • Use effectively statistical distributions in order to construct data collection mechanisms for analysis • Compute statistical, probabilistic and stochastic risk assessment techniques • Apply a life-cycle risk evaluation model to designed technical systems and processes • Link and implement the results of a risk assessment in practice • Make and advise on risk decisions • Use lessons learnt from the risk assessment exercise in order to mitigate risk across a number of scenarios • Make the connection between the results of a thorough risk assessment and the generation of risk management options • Develop and communicate risk assessment results • Make the link between risk and insurance 				

Prerequisites	None	Corequisites	None
Course content	<p>Risk Assessment & management will help students differentiate between the various risks and the different ways of dealing with them. The presence of major hazards, and the possible impact of a major hazard accident, may dictate the use of probabilistic – stochastic methods in addition to heuristic and deterministic techniques. The relevance of legislation and the existing body of knowledge on cause-effect behaviour of hazards in the development of deterministic risk assessments will be made apparent throughout the course, as will the need for up-to-date quantitative information in building up probabilistic – stochastic models. Results of risk assessment exercises and their use in risk management will be illustrated.</p>		
Teaching methodology	Face-to-face		
Bibliography	<p>Required Readings:</p> <p>The Routledge Companion to Risk, Crisis and Emergency Management, Robert P. Gephart, Jr., C. Chet Miller, Karin Svedberg Helgesson, Routledge, ISBN-10: 1138208868</p> <p>Security Risk Management Body of Knowledge, Julian Talbot, Miles Jakeman, Wiley, ISBN-10 : 0470454628</p> <p>Recommended Readings:</p> <p>Natural Catastrophe Risk Management and Modelling: A Practitioner's Guide, Matthew Foote, John Hillier, Kirsten Mitchell-Wallace, Matthew Jones, Wiley-Blackwell, ISBN-10: 1118906047</p> <p>Introduction to Emergency Management, George Haddow, Jane Bullock, Damon P. Coppola, Butterworth-Heinemann, ISBN-10 : 1856179591</p> <p>Lee T. Ostrom, Cheryl A. Wilhelmsen Risk Assessment: Tools, Techniques, and Their Applications, Latest Edition Wiley, ISBN-10: 1119483468</p> <p>Terje Aven, Quantitative Risk Assessment - The Scientific Platform, Cambridge University Press, (ISBN:9780521760577)</p> <p>Hyunyi Cho, Torsten Reimer, Katherine A. McComas The SAGE Handbook of Risk Communication Latest Edition, SAGE Publications, ISBN-10: 1452258686</p>		
Assessment	<p>Examinations 50%</p> <p>Class Participation and Attendance 10%</p> <p>Project 40%</p>		
Language	English		

Course title	Research Methods				
Course code	OSH620				
Course type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 1 st semester				
Teacher's name	Dr. Christos Dimopoulos / Prof. Manolis Plionis				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>Students upon completion will have the necessary academic skills that will be needed for an in-depth research study in the area of their choice. They should have a broad knowledge of various data collection and analysis techniques and appreciate the significance of research in the emergency and security domain to industry and government. In addition, the student should be able to evaluate the effectiveness of the research of others, and will be prepared to conduct his or her own research project and be capable of analysing and interpreting the data from this project. Practically, the student will be in a position to draft a research proposal, design and implement an emergency and security research campaign and to carry out a mini-research project as well as present the research report to interested parties. Part of the work will be to successfully disseminate the results of this project.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Plan, develop and deliver a research paper to academic standards • Critically appraise literature sources and conduct and compile a critical review of relevant literature to academic standards, which identifies gaps in the literature and proposes further studies to help close those gaps • Choose and apply the appropriate methodology to meet the student's specific research objectives for an identified study • Design and apply appropriate sampling frames for research purposes • Design and apply data collection programmes, including design and use of appropriate data collection instruments Illustrate the difference between quantitative and qualitative research techniques and use them in practical applications • Choose appropriate techniques for the analysis of collected data and conduct basic statistical analysis using the computer software package SPSS. • Design, implement presentation of articulate research findings to the wider public in a way that they will be subject of successful dissemination 				
Prerequisites	None		Corequisites	None	
Course content	<p>Research Methods aims to familiarize students with methods of Research and to assist them in the presentation, interpretation and application of research data. It is the course, where students, will develop an understanding of the importance of</p>				

	<p>setting mechanisms to collect and analyse data as the only tool of risk informed decisions.</p> <p>A. The role of OSH research</p> <p>B. Main styles of research (hypothetico-deductive/quantitative and inductive/grounded theory/qualitative) and their respective applications</p> <p>C. Problem definition and the research proposal</p> <p>D. Research Planning and Design</p> <p>E. Survey research methodology, including pros and cons of surveys</p> <p>F. Experimental research</p> <p>G. Qualitative Exploratory Research e.g. industrial ethnography</p> <p>H. Theory building in ethnographic and other grounded theory approaches</p> <p>I. Measurement concepts in research</p> <p>J. Sampling and fieldwork</p> <p>K. Data analysis</p> <p>L. Data Presentation and Communication of research findings</p> <p>M. Sources of bias in: selection of cases, sampling frames, sample drawing, data collection instruments, data collection activity, data analysis.</p> <p>N. Techniques for reducing research biases</p> <p>O. The research report</p> <p>P. Ethical issues in conducting research.</p>
Teaching methodology	Face-to-face
Bibliography	<p>Required Readings:</p> <p>Bryman, A., Social Research Methods, Latest Edition, UK: Oxford University Press, ISBN: 9780198796053.</p> <p>Recommended Readings:</p> <p>Creswell, J. W., Research design: Qualitative, quantitative, and mixed methods approaches, Latest Edition, California: SAGE. ISBN: 9781452226101.</p> <p>Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E. and Tourangeau, R. Survey Methodology, Latest Edition, Hoboken, New Jersey: Wiley. ISBN: 9780470465462.</p>
Assessment	<p>Class Participation and Attendance 10%</p> <p>Project 90%</p>
Language	English

Course Title	Crisis Management				
Course Code	ESM600				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year/ 1 st semester				
Teacher's Name	Prof. Panayotis Tsakonas, Dr. Triantafyllos Karatrantos, Dr. Nicholas Paris				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The Crisis Management course, will examine the entire crisis management lifecycle – from prevention and preparedness through response, recovery, and mitigation – and consider the lifecycle's principles and practices. The entire crisis management toolkit will be utilized to address challenges faced by managers, policy makers, strategists when smaller or larger organizations face any crisis, due to either external factors outside the organization's control or internal control or strategic management failures. As part of their course students will be exposed to case studies, will develop a complete crisis management plan, including tools and methods to identify potential crises, implement response and mitigation strategies to limit exposure, manage crisis response teams. As part of their coursework they will create communications to address stakeholder and public relation issues.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Distinguish a crisis from an emergency or a risk. 2. Explain different types and sources of crisis. 3. Analyze strategic failures leading to a crisis. 4. Evaluate the strengths and weaknesses of a crisis response. 5. Analyze an organization's public communications regarding a crisis. 6. Conduct an after-action analysis to mitigate future crises. 7. Apply a framework to analyze ethical approaches to crises management. 8. Create a crisis management plan using best principles and practices. 				
Prerequisites	None		Corequisites	None	
Course Content	<p>Introduction to Crisis Management – distinction between smaller and larger organizations, their management practices and their smaller and / or larger crises.</p> <p>Examples of Crises – case studies of previous crises in a small and large scale that had an impact to the organization and / or society or were successfully managed.</p> <p>Crisis Management as Strategy – introduction to strategy as part of organizational development and as an integral part of crisis management.</p>				

	<p>Crisis Communication – how to communicate crises to smaller or larger audiences. Examples of previous cases and how they were dealt with.</p> <p>Continuous Quality Assurance – importance of setting quality assurance mechanisms, using foresight and analyses in order to minimize risks that could lead to crises</p> <p>Ethical Crisis Management – legal, ethical considerations while managing a crisis</p> <p>Emerging risks and threats – technological and other developments, their impact</p> <p>Coursework – to develop a full crisis management plan for a case picked up at the beginning of the semester</p>								
Teaching Methodology	Face-to-Face								
Bibliography	<p>Required Reading(s):</p> <p>Crisis Management, Volume I, II, III, Sage, Latest Edition</p> <p>Disaster and Crisis Management, Public Management Perspectives, Edited by Naim Kapucu, Arjen Boin, Routledge, ISBN 9781138098909, Latest Edition</p> <p>Michael J. Fagel, Crisis Management and Emergency Planning Latest Edition, CRC Press, ISBN-10 : 146655505X</p>								
Assessment	<table border="1"> <tr> <td>Examinations</td> <td>0%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Project</td> <td>90%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examinations	0%	Class Participation and Attendance	10%	Project	90%		100%
Examinations	0%								
Class Participation and Attendance	10%								
Project	90%								
	100%								
Language	English								

Course title	Management of Man-Made Disasters and Security Threats				
Course code	ESM605				
Course type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 1 st Semester				
Teacher's name	Prof. Georgios Boustras				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>Man-Made catastrophes are making the news lines increasingly over the years. From Seveso in Italy in the 70s to the huge blast in the port of Beirut a couple of years ago, catastrophes are becoming more complex with a possible impact on various levels with the capacity to cause systemic crises.</p> <p>In a modern world <i>critical infrastructure</i> provides the necessary support net for societies to function and prosper. Energy related critical infrastructure not only provide the necessary power but also are pivotal for the function of telecommunication networks.</p> <p>This course aims to provide to the student the opportunity to explore and capitalize on effectively managing a variety of different disasters. Chemical, petrochemical, energy disasters with and emphasis on the <i>SEVESO III</i> EU Directive and the <i>Off-Shore EU Directive</i> will be examined and mastered.</p> <p>Chemical, Biological, Radiative, Nuclear (<i>CBRN</i>) catastrophes are low probability – high impact disasters with a potential to create a wider societal destruction.</p> <p>SE Mediterranean is home to 2 of the largest <i>Natech's</i> recorded according to the Joint Research Center of the EU (Mari in Cyprus, Beirut Port in Lebanon).</p> <p>The objectives of the course are focused in providing critical understanding and enhance management abilities through simulation in a team formation.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Master the design and implementation of an internal and external plan for upper and lower tier industries according to the Seveso III Directive • Apply Hazard and Operability Studies (HAZOPS) and participate as a HAZOP Chairman or Secretary Use effectively Fault Tree Analysis (FTA) and Event Tree Analysis (ETA), including structured development and use of probabilistic trees for a potential process industry disaster • Identify protection issues in relation to Critical Infrastructure, Demonstrate an understanding of risk assessment and mitigation processes in relation to CI, Evaluate security measures / Operational Security Plans 				

	<ul style="list-style-type: none"> • Explore the systemic challenges in preventing and managing a CBRN disaster, given the number of actors involved and the potential impact to the society • Simulate the management aspects of a man-made disaster based on a scenario and a number of injects 		
Prerequisites	None	Corequisites	None
Course content	<p>Process safety risks. High energy processes and high energy/high toxicity substance inventories. Major accident causes, consequences and preventative action. Personnel health and safety. SMS and MAPP. Process safety analysis. Loss prevention. Process safety in design. Process safety in operations. Defining and quantifying risk. Checklists. Hazard and operability analysis (HAZOP) studies. Hazard analysis (HAZAN) techniques. Human factors and human error in major hazard accidents. Linking HAZOPS, process control, instrumentation and alarm systems. Cost of plant safety. Environmental impact. Case studies of serious plant accidents e.g. Buncefield, BP Grangemouth, Flixborough, Piper Alpha, BP Deepwater Horizon, PetroChina Jilin, Mari-Vassilikos, Beirut Port Explosion, EU Major Hazards Directive 82/96 requirements on site owners and operators. The concepts of National Risk Assessments (NRAs) in the European Union, CBRN.</p>		
Teaching methodology	Face-to-face		
Bibliography	<p>Required Readings:</p> <p>Frank Lees, Lees' Loss Prevention in the Process Industries: Hazard Identification, Assessment and Control (3 Volumes), Latest Edition Butterworth-Heinemann, ISBN-10: 0123971896</p> <p>Barry Turner, Man-Made Disasters, Second Edition Latest Edition, Butterworth-Heinemann, ISBN-13 : 978-0750620871</p> <p>Alan Waring, Corporate Risk and Governance: An End to Mismanagement, Tunnel Vision and Quackery Latest Edition, Routledge, ISBN-10: 9781138274761</p> <p>Journal of Loss Prevention in the Process Industries, Elsevier, ISSN: 0950-4230</p>		
Assessment	Examinations	50%	
	Class Participation and Attendance	10%	
	Team Project (Simulation)	40%	
		100%	
Language	English		

Course title	Planning and Exercising for Natural Hazards and Disasters				
Course code	ESM610				
Course type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 3 rd semester				
Teacher's name	Dr. Christos Evangelides				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>The main aim of this course is to provide students with the theoretical background and the practical experience for designing preparedness plans and conducting preparedness exercise activities. In particular, the course will focus on the topic of governmental and community preparedness and describe both its theoretical foundations and its technical implementation steps. The design of emergency operation plans will be detailed. The course will also provide a theoretical and practical guide to the design of preparedness exercises. The activities of the course will culminate with the implementation of a preparedness Table-Top Exercise, which will be designed, conducted, and evaluated by the students, under the guidance of the course instructor and in cooperation with real-life civil protection stakeholders as role players.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Define the concept of Preparedness for Natural Hazards Disasters. • Recognize the need for the adoption of an Integrated Preparedness Lifecycle. • Describe the main stages and related activities which are foreseen within the context of an Integrated Preparedness Lifecycle. • Describe the main elements of an Emergency Operation Plan, and design Emergency Operation Plans for Natural Hazards Disasters. • Develop Preparedness Training Plans • Design, execute, and evaluate Preparedness Exercises for Natural Hazards Disasters. 				
Prerequisites	None		Corequisites	None	
Course content	<p>The course aims to provide students with theoretical knowledge and practical experience in the topic of Preparedness for Natural Hazards Disasters.</p> <p>The main course sections foreseen are the following:</p> <p><u>Theoretical Background:</u></p>				

	<p>Definition of Preparedness within the context of the Disaster Management Lifecycle. Governmental and Public (Community) Preparedness. The relationship between mitigation and preparedness.</p> <p><u>Integrated Preparedness Lifecycle:</u></p> <p>The need for an Integrated Preparedness Lifecycle and associated benefits. Main phases of an Integrated Preparedness Lifecycle and associated activities.</p> <p><u>Planning for Governmental Preparedness:</u></p> <p>Main Planning activities: Organizational structure and Incident Command, Resource Management and Augmentation, Communications and Information Management. Designing the Emergency Operations Plan.</p> <p><u>Planning for Community Preparedness:</u></p> <p>Planning for Resilience. Understanding your community through the measurement of Vulnerability. Choosing Community Preparedness Strategies and developing corresponding preparedness plans. Raising Public Awareness through Public Information Campaigns.</p> <p><u>Managing Preparedness Exercises:</u></p> <p>The concept of Exercising. Types of Preparedness Exercises. Designing, Planning and Conducting a Preparedness Exercise.</p> <p><u>Exercise Evaluation:</u></p> <p>The critical importance of Exercise Evaluation within the context of the Integrated Preparedness Lifecycle. Exercise Evaluation Planning, Implementation and Reporting.</p> <p>Table-Top Exercise (project):</p> <p>Based on the theoretical background presented earlier, students will be required to design, implement and evaluate a Table-Top Preparedness Exercise. The scenario of the natural hazard Disaster and all related organisational information will be provided by the course instructor. Real-life civil protection stakeholders will participate as players in the implementation of the exercise.</p>
Teaching methodology	Face-to-face
Bibliography	<p>Required Readings:</p> <p>William M. Kramer, Disaster Planning & Control, Latest Edition, Barnes and Noble, ISBN: 2901593701894</p> <p>George D Haddow, Jane A Bullock and Damon P Coppola, Introduction to Emergency Management. Latest Edition. Amsterdam: Elsevier/Butterworth-Heinemann, ISBN: 9780128171394</p>

	<p>Recommended Readings:</p> <p>Thomas D Schneid, Disaster management and preparedness, Latest edition, Lewis Publishers, ISBN: 9780429137945</p> <p>Jaimie Hicks, Masterson et al., Planning for Community Resilience: A Handbook for Reducing Vulnerability to Disasters. Washington, Island Press, 2014, ISBN 9781610915854</p> <p>Homeland Security Exercise & Evaluation Program (FEMA), available at: https://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf</p> <p>Managing Exercises, Australian National Disaster Resilience Handbook Collection, available at: https://knowledge.aidr.org.au/resources/handbook-managing-exercises/</p>
Assessment	<p>Class Participation and Attendance 10%</p> <p>Project 90%</p>
Language	<p>English</p>

Course title	Management of Communication and Leadership in Disasters				
Course code	ESM615				
Course type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 2 nd Semester				
Teacher's name	Dr. Nicholas Paris				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>Smaller or larger catastrophes are happening at an organizational or national level all the time. Effective prevention and management is based on leadership and communication before, during and after the disaster. Community engagement can only be achieved through effective risk and crisis communication. This is the core job of an emergency manager.</p> <p>The course will focus on risk communication, targeting different audiences, based on hazards to which they are exposed, identifying the source of their vulnerability, as well as the methods for identifying and communicating appropriate solutions to the target audience(s).</p> <p>The course will also focus on leadership with an aim to provide to the student the necessary skills that will equip them to portray leadership skills at a team, organizational, national, and international level.</p> <p>The course will be project based and will involve the development of a crisis / risk communication plan as part of a Table-Top Exercise (TTX), based on a scenario and a number of injects.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Distinguish between the different audiences and different catastrophes that will formulate the message • Assess risk perception • Develop a risk communication plan • Develop a plan to mobilize communities • Explore and apply decision making techniques that will empower a leader • Link the role of a leader with the performance of a team 				
Prerequisites	None		Corequisites	None	
Course content	<ul style="list-style-type: none"> • Define communication in the emergency management context, and explain the pre- and post-disaster communication requirements of the emergency management organization 				

	<ul style="list-style-type: none"> • Explain how risk communication positively impacts community risk and vulnerability • Identify and describe the steps involved in planning and conducting public disaster preparedness campaign • Develop a risk communication strategy, and explain how a risk communication effort is evaluated • Evaluate a crisis communication strategy • Distinguish between the different audiences • Explore the role of mass media in successfully managing a crisis • Describe the steps involved in building an organizational crisis communication capability • Explain how social media and other communication technologies have changed risk and crisis communication • Reflect on the relationship between effective leadership and organizational performance • Link decision-making and connection as two core activities of leaders 								
Teaching methodology	Face-to-face								
Bibliography	<p>Required Readings:</p> <p>RE Lundgren, AH MC Makin, Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks, Latest Edition, Wiley-IEEE Press, ISBN: 978-1-119-45611-7.</p> <p>Hyunyi Cho, Torsten Reimer, Katherine A. McComas The SAGE Handbook of Risk Communication, ISBN: 9781452258683</p>								
Assessment	<table border="1"> <tr> <td>Presentation</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Project (Table Top Exercise)</td> <td>70%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Presentation	20%	Class Participation and Attendance	10%	Project (Table Top Exercise)	70%		100%
Presentation	20%								
Class Participation and Attendance	10%								
Project (Table Top Exercise)	70%								
	100%								
Language	English								

Course title	International Disaster Management & Humanitarian Response				
Course code	ESM620				
Course type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 3 rd semester				
Teacher's name	Dr Christos Dimopoulos				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>The main aim of this course is to provide a solid introduction to the topic of Management of Disasters from Natural Hazards, as this is currently being applied on an international level. In particular, the theoretical background of the concept of Disasters is provided, followed by a detailed description of the main phases which are typically associated with the Disaster Management Lifecycle. Special emphasis is given to the international stakeholders which participate in the Disaster Management Lifecycle activities, and to the analysis of the international treaties which regulate their implementation. The course also introduces students to the concept of humanitarianism, and provides a comprehensive overview the humanitarian activities performed during the disaster response and recovery phases.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Discuss the historical evolution of the concept of 'Disaster' and explain its significance for modern societies. • Describe how risk management practices are applied in Disaster Management for the purpose of reducing and mitigating the risk stemming from natural hazards. • Recall the main phases associated with a typical Disaster Management Lifecycle, and describe the main activities associate with them. • Recognize the governmental and non-governmental stakeholders involved in the management of international disasters, analyse their relationship, and identify the international treaties which regulate their activities (including the Sendai Framework) • Discuss the concept of humanitarianism and explain how this is applied within the context of the Disaster Management Lifecycle. 				
Prerequisites	None		Corequisites	None	
Course content	<p>The course aims to provide students with a comprehensive introduction of the fundamental concepts, processes, and stakeholders associated with the Management of Disasters stemming from Natural Hazards.</p> <p>The main course sections foreseen are the following:</p>				

History & Definitions:

Brief history of disasters from natural hazards. Modern definitions of Disaster and the rise of Disaster Science. Fundamental concepts of Disaster Management. The main phases of the International Disaster Management Lifecycle.

Natural Hazards & Disaster Risk Reduction:

Review of main Risk Management definitions and principles. Risk, Hazard, Vulnerability, and their relationship.

Natural Hazards Risk Prevention & Mitigation:

Structural and non-structural disaster risk prevention and risk mitigation approaches. Evaluation and selection of prevention & mitigation options. Disaster risk prevention & mitigation challenges. Disaster Risk Reduction within the context of Natural Hazards. The Sendai Framework.

Preparedness:

The main governmental preparedness activities: planning, organising, training, evaluating. The integrated preparedness lifecycle. Early Warning Systems. Community preparedness. National & International Preparedness Regulatory Frameworks.

Response:

Response phases: pre-disaster, post-disaster, and associated activities. Response Coordination activities. International Response mechanisms (UN, UCPM). Humanitarian Considerations in response activities. Agencies, International Donors and Financing.

Recovery:

Short-term and long-term recovery. Types of recovery. Humanitarian Considerations in recovery activities. Agencies, International Donors and Financing. The concept of Resilience in Disaster Management. Building Back Better.

Disaster Management Stakeholders:

Governmental and non-governmental organisations. Multilateral organisations and financial institutions. Challenges in International Coordination

Cross-Cutting Disaster Management Issues:

Gender considerations in Disaster Management activities. Respecting Human Rights. Corruption in Disaster Management. Financial Inequalities and Disaster Management.

Teaching methodology	Face-to-face
Bibliography	<p>Required Readings: Damon P. Coppola, Introduction to International Disaster Management, Latest Edition, Butterworth-Heinemann, ISBN: 978012801477-6</p> <p>Recommended Readings: Jane Bullock, George Haddow, Damon Coppola, Introduction to Emergency Management, Latest Edition, ISBN: 9780128171394 Larry Christensen, R. Burke Johnson, Lisa A. Turner, Research Methods, Design, and Analysis, Latest Edition, Allyn and Bacon, ISBN 0205701655 Jason D. Rivera, Disaster and Emergency Management Methods, Latest Edition, Routledge, ISBN 9780367423988 International Humanitarian Action, Hans-Joachim Heintze, Pierre Thielbörger (eds), NOHA, ISBN9783319144535 Sendai framework for disaster risk reduction 2015–2030. In: UN world conference on disaster risk reduction, 2015 March 14–18, Sendai, Japan. Geneva: United Nations Office for Disaster Risk Reduction; 2015. Homeland Security Exercise & Evaluation Program (FEMA), available at: https://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf European Union Civil Protection Mechanism, available at: https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/eu-civil-protection-mechanism_en</p>
Assessment	<p>Class Participation and Attendance 10%</p> <p>Exams 40%</p> <p>Project 50%</p>
Language	English

Course Title	Impacts of Climate Change on Natural Disasters				
Course Code	ESM630				
Course Type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year/ 2 nd semester				
Teacher's Name	Dr. Evangelos Gerasopoulos				
ECTS	10	Lectures / week	3 hours / 11 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>During the past decades, destabilization of the Earth system and the signs of climate change become more and more evident through increase in the frequency and severity of extreme events as well as the recording and assessment of their impacts. These impacts depend not only on the extremes themselves but also on the exposure and vulnerability of humans and natural systems. The combination of the above leads to natural disasters and is influenced by a wide range of factors, including both man-made changes and natural variability, as well as socioeconomic and technological evolution of modern societies. The overarching purpose of the course is to deliver the science and policy base of the impacts of climate change on natural disasters and bring this dimension in relevant security and emergency management. The intermediate objectives for the course to achieve its purpose are to: introduce the students into the basics principles of the Earth system function and enable them to distinguish between weather and climate scales, natural climate variability and anthropogenic induced changes, understand complex and synergistic cause-effect relations between extreme events and natural disasters, and reveal the opportunities for managing the relevant risks at different scales (i.e. local, regional, international) and under different frames (e.g. UN, EU).</p>				
Learning Outcomes	<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • Identify the basic physical processes encountered within the earth system. • Explore the basic principles of the earth's climate from the short-term weather modulation to climate variability and climate change. • Explore factors that drive climate change and explain its links with subsequent natural hazards. • Compute basic physical processes encountered within each natural disaster • Exploit future projections of climate for various applications • Assess and manage the risks of climate extremes to advance climate change mitigation and adaptation • Develop and become accustomed to tools that address climate change and natural disasters as well as the international policy landscape 				

Prerequisites	None	Corequisites	None								
Course Content	Introduction on the Earth System Science. The Ocean – Atmosphere – Land system: General Circulation in the Atmosphere, Known Atmospheric and Oceanic Oscillations/Circulations, Climate Zones. Weather and climate: Weather Systems, Extreme Weather Events, Climate Dynamics, Climate Variability, Anthropogenic and Natural Climate Cycles, Natural Hazards, Greenhouse and Trace Gases, Aerosols and Clouds, Global Warming and Dimming, Earth’s natural cycles and energy budget. Introduction on Climate Change and Natural Disasters. Key Concepts and Definitions, Past-Current-Future Climate, Aspects of Disaster Risk/Exposure/ Vulnerability/Resilience, Risk Determinants, Changes in Extreme Events and their Impacts, Risk Management. Earth Observation in support of Climate Change Mitigation/Adaptation and Disasters Risk Reduction, International Policy Frames.										
Teaching Methodology	Face-to-Face										
Bibliography	<p>Required Reading(s):</p> <p>Wallace & Hobbs, Atmospheric Science, 2nd Edition, An Introductory Survey, Academic Press, ISBN:9780127329512</p> <p>IPCC, Global Warming of 1.5°C: IPCC Special Report on Impacts of Global Warming of 1.5°C above Pre-industrial Levels in Context of Strengthening Response to ... Development, and Efforts to Eradicate Poverty, Latest Edition, 2022</p> <p>Supplementary/optional</p> <p>J. Seinfeld and S. Pandis, Atmospheric Chemistry and Physics, From Air Pollution to Climate Change, 2nd Edition, Wiley, 2006, ISBN: 978-0-471-72018-8</p>										
Assessment	<table border="1"> <tr> <td>Examinations</td> <td>50%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Project</td> <td>40%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>			Examinations	50%	Class Participation and Attendance	10%	Project	40%		100%
Examinations	50%										
Class Participation and Attendance	10%										
Project	40%										
	100%										
Language	English										

Course title	Sociology of Disasters				
Course code	ESM640				
Course type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/ 3 rd semester				
Teacher's name	TBC				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course purpose and objectives	<p>The main aim of this course is to provide a comprehensive overview of the sociological aspects associated with the management of Disasters stemming from Natural Hazards. In particular, the course will equip students with the necessary conceptual tools which will allow them to recognize and understand Disasters as social phenomena. The emergence of the collective behaviour of people during disasters will be discussed. The course will examine in detail the sociological concepts of Disaster Vulnerability and Disaster Resilience, illustrating how disasters are triggered by variable social conditions, and how the consequences of disasters are unequally distributed among the society. Finally, the course will provide an overview of emerging challenges in the sociological approach to disasters.</p>				
Learning outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Recall the basic sociological terms, concepts and theories related to Disasters and use them to analyse disaster situations. • Discuss the main sociological findings of Disaster Research with regards to the human behaviour in the collective stress situations encountered during Disasters. • Describe the drivers and the key dimensions of Social Vulnerability (class. Race, gender). • Recognize how Social Vulnerability affects specific social groups such as children, elderly persons, and persons with disability, and formulate plans and activities to reduce their vulnerability. • Define the sociological concept of Disaster Resilience and explain its main domains and measurement frameworks. 				
Prerequisites	None		Corequisites	None	
Course content	<p>The course aims to provide students with an introduction to the sociological study of Disasters stemming from Natural Hazards.</p> <p>The main course sections foreseen are the following:</p>				

	<p><u>Theoretical Background:</u> Brief history of the sociological study of disasters from natural hazards. The evolution of the sociological definition of 'disaster' and associated concepts. Theoretical approaches and perspectives in the study of Disasters.</p> <p><u>Collective Behaviour in Disasters:</u> Behavioural response and myths. Panic. Emergence, Emergent Groups, Improvisation, Emergent Networks, Online Emergence & Crisis Informatics.</p> <p><u>Disaster Vulnerability Fundamentals:</u> Definition of the concept and the drivers of Vulnerability. Key Dimensions of Social Vulnerability: Social Class, Race & Ethnicity, Gender.</p> <p><u>Advanced Aspects of Vulnerability:</u> Children, Elderly persons, People with Disability and other vulnerable groups. Other vulnerable groups. Measuring Disaster Vulnerability.</p> <p><u>Disaster Resilience Fundamentals:</u> Conceptualisation and Definitions of Disaster Resilience. Resilience Domains. Social Capital and related considerations.</p> <p><u>Advance Aspects of Resilience:</u> Measuring Disaster Resilience. Community-level Resilience Measurement Frameworks. Organisational-level Resilience Measurement Frameworks. Measuring Household Resilience.</p> <p><u>Future Challenges:</u> Evolving Risk Landscapes. Natural Hazards with catastrophic potential. Climate Crisis and Disaster Risk.</p>
Teaching methodology	Face-to-face
Bibliography	<p>Required Readings: Kathleen J. Tierney, Disasters: a sociological approach, Latest Edition. Medford, MA: Polity, ISBN: 978-0745671024.</p> <p>Handbook of Disaster Research, Havidán Rodríguez, William Donner, and Joseph E. Trainor (eds.), 2018. ISBN: 9783319632537</p> <p>Recommended Readings: Thomas Drabek, The Sociology of Disaster, Latest Edition, Taylor and Francis, ISBN 9781000651980</p>

	<p>Thomas E. Drabek, "Sociology, disasters and emergency management: History, contributions, and future agenda", in Disciplines, disasters and emergency management: The convergence and divergence of concepts, issues and trends in the research literature: 61-74. ISBN: 9780398077440</p> <p>Deborah S.K. Thomas, Brenda D. Phillips, William E. Lovekamp & Alice Fothergill (Editors), Social Vulnerability to Disasters, Latest edition, CRC Press, ISBN: 978-1466516373</p> <p>Lori Peek, Tricia Wachtendorf, and Michelle Annette Meyer", in Sociology of Disasters, in Handbook of Environmental Sociology, pp. 219-241 edited by B. S. Caniglia, A. Jorgenson, S. A. Malin, L. Peek, D. N. Pellow, and X. Huang. Cham, Switzerland: Springer</p>
Assessment	<p>Class Participation and Attendance 10%</p> <p>Exams 40%</p> <p>Project 50%</p>
Language	English

Course Title	International Security & Defense Institutions and Legislation				
Course Code	ESM650				
Course Type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year/ 2 nd semester				
Teacher's Name	Prof. Christoforos Fokaides				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>During the last years the EU has made some historic breakthroughs in the field of security and defence, implementing and going beyond many suggestions made in the European Global Strategy, notably the launching of Permanent Structure Cooperation (PESCO) in 2017. Yet, both among academics and policy makers, there are those who firmly question whether real integration in the field of security and defence is feasible - or even - desirable. This Course aims to shed light on this enduring debate whose origins can be traced back in the founding years of the European Communities and explore the problems and the prospects for such an ambitious goal. Examining the historical, institutional and international dimensions of the european security and defence integration attempts, in the light of new threats, this Course will provide students with theoretical and empirical knowledge, so as to better understand nowadays challenges and opportunities faced by the EU and link relevant theory with current political debates.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Describe and exploit the evolution of European cooperation in the field of security and defense, as well as its constraints. • Evaluate and critically reflect upon competing visions of European security and the relevant theoretical debates with regard to the process of European integration. • Illustrate theoretical and factual knowledge to understand and discuss the key structures, actors and policies of CSDP, with particular attention to the relationship with NATO and how is affected. • Master comprehensive knowledge on the recent EU advancements in the field of security and defence and the ability to critically discuss the quest for a more credible global security role for EU. • Investigate the roles of all relevant EU and international Institutions working in the field of security and defence. • Master the process of decision making in EU and International security and defence fora. • Explore fundamental legislative material and international treaties that form the basic reading material for international security and defense 				

Prerequisites	None	Corequisites	None
Course Content	<p>The Course provides an advanced introduction to the study of European security and defence policy. It begins with a comprehensive overview of the first attempts towards promoting security cooperation in Europe. It then continues by examining the gradual evolution leading to a Common Security and Defence Policy, exploring the relationship between European defence and the national objectives of Member-States. It also examines the basic actors, structures, policy instruments and the decision-making processes in the field of CSDP, along with the interlinkage with EU foreign policy. Furthermore, the Course provides a theoretical overview of the role of defence and security in European integration and addresses the question of defence and European identity. Finally, it examines EU's latest advancements, including the EU Global Strategy, Permanent Structured Cooperation (PESCO), Coordinated Annual Review (CARD) and European Defense Fund (EDF), while exploring issues like strategic autonomy, cooperation with NATO and EU's international role.</p>		
Teaching Methodology	Face-to-Face		
Bibliography	<p>Required Reading(s):</p> <p>Biscop, Sven, and Richard Whitman, eds. <i>The Routledge handbook of European security</i>. Routledge</p> <p>Smith, E. Michael. <i>Europe's Common Security and Defence Policy: Capacity building, experiential learning and institutional building</i>. Cambridge University Press, 2017.</p> <p>Supplementary/optional</p> <p>Anderson, Stephanie. <i>Crafting EU security policy: in pursuit of a European identity</i>. Lynne Rienner Publishers, 2008.</p> <p>Economides, Spyros, and James Sperling, eds. <i>EU Security strategies: extending the EU system of security governance</i>. Routledge, 2017.</p> <p>Fiott, Daniel. <i>Defence industrial cooperation in the European Union: the state, the firm and Europe</i>. Routledge, 2019.</p> <p>Galbreath, J.David, Joselyn Mawdsley and Laura Chappell, eds. <i>Contemporary European security</i>. Routledge, 2019.</p> <p>Hofmann, Stephanie, <i>European Security in NATO's Shadow: Party ideologies and institution building</i>. Cambridge University Press, 2013.</p> <p>Howorth, Jolyon. <i>Security and Defence Policy in the European Union</i>. Palgrave, 2014.</p> <p>Keukeleire, Stephan, and Jennifer MacNaughtan. <i>The Foreign Policy of the European Union</i>. Palgrave, 2008.</p> <p>Mérand, Frederic. <i>European Defence Policy: Beyond the Nation State</i>. Oxford University Press, 2008.</p> <p>Tocci, Nathalie. <i>Framing the EU Global Strategy: A stronger Europe in a fragile world</i>. Palgrave McMillan, 2017.</p>		

Assessment	<table border="1"> <tr> <td data-bbox="456 248 954 286">Examinations</td> <td data-bbox="962 248 1145 286">60%</td> </tr> <tr> <td data-bbox="456 286 954 324">Class Participation and Attendance</td> <td data-bbox="962 286 1145 324">10%</td> </tr> <tr> <td data-bbox="456 324 954 362">Projects</td> <td data-bbox="962 324 1145 362">30%</td> </tr> <tr> <td data-bbox="456 362 954 400"></td> <td data-bbox="962 362 1145 400">100%</td> </tr> </table>	Examinations	60%	Class Participation and Attendance	10%	Projects	30%		100%
Examinations	60%								
Class Participation and Attendance	10%								
Projects	30%								
	100%								
Language	English								

Course Title	Assessing New Security Threats and Challenges in the Mediterranean				
Course Code	ESM660				
Course Type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year/ 2 nd semester				
Teacher's Name	Dr. Panayotis Tsakonas, Dr. Triantafyllos Karatrantos				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The post 9/11 dynamics in the broader MENA region have developed a more complex Security Environment, based on a highly demanding combination of traditional and, mainly, new/"modern" threats and challenges. Intrastate conflicts have risen sharply while other forms of armed conflicts (extra-state and inter-state) declined consistently. Traditional organized crime models are nowadays extending to modern terrorism and insurgency strategies are framed within failed states, where the vector of different agents of threat integrate traditional (tribal, ethnic and religious segmentations) into new and modern logistics and <i>modus operandi</i> (cybercrimes, money recycling, international frauds, on-line radicalisation, intensive exploitation of the global media and internet propaganda, control of critical infrastructures by non-governmental militias, provision of services in replacement of failed governance to gain popular support, etc.). Furthermore, the increase in asymmetric forms of warfare and the emergence of ever more sophisticated and brutal non-state actors have further raised the stakes and made the security risks and threats less predictable, not to mention calculable.</p> <p>The course provides participants with a solid analysis of the new Mediterranean Security Environment, with emphasis being put on the new and asymmetrical threats and challenges. In addition, through the examination of particular case-studies the course discusses how the early identification and assessment of security challenges and new threats is an essential prerequisite for building sound security strategies for tackling these threats and challenges.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Explore the complexity of the post 9/11 Mediterranean Security Environment. • Assess the long- term implications of the new threats and challenges for the MENA Region security and stability • Assess and provide early identification of the new threats as an important factor for regional peace and stability. • Conduct research on the creation and evolution of the new threats and challenges in the Mediterranean Region. • Use early warning methodologies and hot-spot mapping techniques • Compile comparative reports and case studies analysis, both at strategic and tactical level. • Use threat and challenges assessment as part of a national and regional security planning and decision-making procedure. 				

Prerequisites	None	Corequisites	None				
Course Content	<ul style="list-style-type: none"> • Basic Terms. History and Evolution of Mediterranean Security Environment. Characteristics of Mediterranean Security Environment. Key Security Actors at the National Level. International actors. The role of non-state violent actors. • New Threats and Challenges. Climate Change. Forced Migration. Sectarian conflicts. Asymmetrical warfare. Organized crime. Radicalisation. Violent Extremism and Terrorism. Case studies and comparative analysis. • New threats and challenges and developing countries. Failed states and insecurity. New Threats and regional security and stability. • New threats and national security architecture. Early warning methodologies. Risk mapping. Threats assessment and decision making. 						
Teaching Methodology	Face-to-Face						
Bibliography	<p>Required Reading(s):</p> <p>Michel Gueldry, Gigi Gokcek, Lui Hebron (eds.), <i>Understanding New Security Threats</i> (Routledge, 2019), ISBN: 9781138104747</p> <p>Mohammed Ayoob, "Will the Middle East Implode?", <i>Polity</i>, 2014, ISBN-13: 978-0745679242</p> <p>Henry H. Willis et al (eds.), <i>Homeland Security National Risk Characterization. Risk Assessment Methodology</i>, Santa Monica, RAND Corporation, 2018. https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2140/RAND_RR2140.pdf</p>						
Assessment	<p>Examinations</p> <p>Class Participation and Attendance</p> <p>Project</p>	<table border="1"> <tr> <td>60%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>30%</td> </tr> <tr> <td>100%</td> </tr> </table>	60%	10%	30%	100%	
60%							
10%							
30%							
100%							
Language	English						

Course Title	Security Sector Reform				
Course Code	ESM670				
Course Type	Optional				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year/ 3 rd semester				
Teacher's Name	Dr. Triantafyllos Karatrantos				
ECTS	10	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The concept of Security Sector Reform (SSR) first emerged in the 1990s. Different actors embrace broader or narrower understandings of SSR and a variety of terms are often used interchangeably: security sector or system reform or modernization, transformation, reconstruction, development etc. According to OECD Security Sector Reform means transforming the security sector/system, which includes all the actors, their roles, responsibilities and actions, so that they work together to manage and operate the system in a manner that is more consistent with democratic norms and sound principles of good governance, and thus contributes to a well-functioning security framework.</p> <p>The Mediterranean region consisted of both developed and developing countries requires the application of SSR in different political, economic, cultural and security contexts and/or systems. Furthermore, applying SSR in the Mediterranean region constitutes a prerequisite for regional peace and stability. The course provides participants with a solid introduction to international good practices and standards, including both the political and technical aspects of SSR. In addition, through the examination of particular case-studies the course discusses how SSR can be applied to regions where disintegration and confrontation seem to be going "hand in hand" with certain forms of cooperation.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Understanding the concept of SSR in the modern world. • Assessing the challenges from the implementation of SSR in different political, economic and security contexts. • Analyzing SSR as an important factor for regional peace and stability. • Identifying the key actors at different levels. • Conducting research about SSR in the modern world. • Developing methodologies to assess SSR processes, with emphasis on effectiveness and accountability. 				

	<ul style="list-style-type: none"> • Compile comparative reports and case studies analysis, both at strategic, political and technical level. Using SSR as part of the national and regional security planning and decision making. 		
Prerequisites	None	Corequisites	None
Course Content	<ul style="list-style-type: none"> • Basic Terms. History and Evolution of Security Sector Reform. Characteristics of Security Sector Reform. Key Security Sector Actors at the National Level. International actors. Coordination among Actors. The Context of Security Sector Reform. • The SSR Cycle. Challenges in SSR Programming. Impact assessment and evaluation. Accountability and Effectiveness. • SSR in developed countries. SSR in developing countries. SSR and regional security and stability. SSR and national security architecture. • Security Systems in the Mediterranean Region. Case studies and comparative analysis. 		
Teaching Methodology	Face-to-Face		
Bibliography	<p>Required Reading(s):</p> <p>R. Abrahamsen (2016) Exporting decentred security governance: the tensions of security sector reform, <i>Global Crime</i>, 17:3-4, 281-295, DOI: 10.1080/17440572.2016.1197507</p> <p>T. Edmunds, (2018), <i>Security Sector Reform in Transforming Societies, Croatia, Serbia and Montenegro</i> (Manchester, Manchester University Press, eISBN: 9781526130891</p> <p>M. Fischerkeller- E. Goldman- R. Harknett, (2022), <i>Cyber Persistence Theory: Redefining National Security in Cyberspace</i>, Oxford, Oxford University Press.</p> <p>OSCE, (2022), <i>Security Sector Governance and Reform</i>, Vienna, OSCE Secretariat, https://www.osce.org/files/f/documents/2/4/512470_0.pdf</p> <p>E. Shea & M. Jaroszewicz (2021) Opening in times of crisis? Examining NATO and the EU's support to security sector reform in post-Maidan Ukraine, <i>East European Politics</i>, 37:1, 159-181, DOI: 10.1080/21599165.2021.1878151</p> <p>Recommended reading(s):</p> <p>T. Dokos (ed.), <i>Security Sector Transformation in Southeastern Europe and the Middle East</i> (IOS Press, 2007), ISBN print 978-1-58603-757-4, ISBN online 978-1-60750-254-8</p> <p>P. Jackson (2018) Introduction: Second-Generation Security Sector Reform, <i>Journal of Intervention and Statebuilding</i>, 12:1, 1-10, DOI: 10.1080/17502977.2018.1426384</p>		

	<p>A. E. Juncos (2018) EU security sector reform in Bosnia and Herzegovina: Reform or resist?, Contemporary Security Policy, 39:1, 95-118, DOI: 10.1080/13523260.2017.1391625</p> <p>M. Sedra (2018) Adapting Security Sector Reform to Ground-Level Realities: The Transition to a Second-Generation Model, Journal of Intervention and Statebuilding, 12:1, 48-63, DOI: 10.1080/17502977.2018.1426383</p> <p>E. Skeppström, Cecilia Hull Wiklund & Michael Jonsson (2015) European Union Training Missions: security sector reform or counter-insurgency by proxy?, European Security, 24:2, 353-367, DOI: 10.1080/09662839.2014.972382</p>								
Assessment	<table border="1" data-bbox="459 719 1171 860"> <tr> <td data-bbox="459 719 978 757">Examinations</td> <td data-bbox="978 719 1171 757">50%</td> </tr> <tr> <td data-bbox="459 757 978 795">Class Participation and Attendance</td> <td data-bbox="978 757 1171 795">10%</td> </tr> <tr> <td data-bbox="459 795 978 833">Project</td> <td data-bbox="978 795 1171 833">40%</td> </tr> <tr> <td data-bbox="459 833 978 860"></td> <td data-bbox="978 833 1171 860">100%</td> </tr> </table>	Examinations	50%	Class Participation and Attendance	10%	Project	40%		100%
Examinations	50%								
Class Participation and Attendance	10%								
Project	40%								
	100%								
Language	English								

Course Title	Master Thesis				
Course Code	MSH690				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year/ 3 rd semester				
Teacher's Name	Dr. Christos Dimopoulos, Prof. Manolis Plionis				
ECTS	30	Lectures / week	3 hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The Master Thesis will be a research investigation into a safety related management issue utilizing primary and secondary investigation, techniques and data sources. The investigation will require the use of all the theoretical and practical skills acquired during the tuition of the students in this Master course. Problem definition, a thorough literature review, methodological decisions, data collection and analysis and finally conclusions and recommendations will be the milestones to be reached during the work. Students will work independently under the supervision of a relevant (research wise) member of staff. Innovation and creation of novel knowledge will be the aim of this study.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Identify specific substantive problems/issues tasks within organization/business sector placing them in a strategic context in their investigations • Formulate a related research question via a review of the activities and operations organization/ business sector and the environment within which it operates • Discuss different research methodologies and their limitations, and be able to explain when one might be more appropriate than other in the context of the chosen research project • Apply appropriate qualitative and quantitative research methods including action research as necessary to analyze organizational/safety sector strategic problems • Record, interpret and analyze qualitative and quantitative data relating to the research topic • Explain that the project findings have been logically derived and that conclusions, solutions/recommendations are fully supported by evidence • Derive strategic recommendations for changes in organizations or strategies and articulate these in a concise and coherent manner for implementation by management 				

Prerequisites	None	Corequisites	None			
Course Content	<p>During the conduct of the Master's project, the following issues will have to be dealt with:</p> <ul style="list-style-type: none"> · independent application of theory to the relevant safety management field · independent conduct of research/generation of a solution to a practical problem · acquisition of more in-depth knowledge and application of it to the field of study · demonstration of skills (including verbal and written communication skills) acquired in completing the Master's program curriculum · finishing of the assignment within the time permitted · To this end, the student independently develops and implements a research-oriented and/or design oriented project. He completes the project within the time permitted; justifies the models, theories, methodology and techniques used, as well as the research/design process as a whole; analyses the work completed; and makes both an oral and written report of his work. · The thesis report will require students to produce a report of between 15,000 to 20,000 words excluding appendices. 					
Teaching Methodology	<p>Face-to-Face</p> <p>Advising, Research Work and Research Analysis. Each student undertaking the thesis will be allocated a personal supervisor with expertise in the management field.</p>					
Bibliography						
Assessment	<p>Presentation</p> <p>Project</p>	<table border="1"> <tr> <td>20%</td> </tr> <tr> <td>80%</td> </tr> <tr> <td>100%</td> </tr> </table>	20%	80%	100%	
20%						
80%						
100%						
Language	English					

DISASTER RISK REDUCTION AND SECURITY MANAGEMENT (18 MONTHS/90 ECTS, M.Sc.)

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course type	Course title	Course code	Periods per week	Period duration	Number of weeks/ Semester	Total periods/ Semester	Number of ECTS
Semester 1								
1.	Compulsory	Risk Assessment, Management and Communication	OSH 605	3	50	14	42	10
2.	Compulsory	Research Methods	OSH 620	3	50	14	42	10
3.	Compulsory	Crisis Management	ESM 600	3	50	14	42	10
Semester 2								
4.	Compulsory	Management of Man-Made Disasters and Security Threats	ESM 605	3	50	14	42	10
5.	Compulsory	Planning and Exercising for Natural Hazards Disasters	ESM610	3	50	14	42	10
6.	Compulsory	Management of Communication and Leadership in Disasters	ESM 615	3	50	14	42	10
Semester 3: Specialization - Emergency Management, OR								
7.	Optional	International Disaster Management & Humanitarian Response	ESM620	3	50	14	42	10
8.	Optional	Impacts of Climate Change on Natural Disasters	ESM630	3	50	14	42	10

9.	Optional	Sociology of Disasters	ESM640	3	50	14	42	10
Semester 3: Specialization - Security Management, OR								
10.	Optional	International Security & Defense Institutions and Legislation	ESM650	3	50	14	42	10
11.	Optional	Assessing New Security Threats and Challenges in the Mediterranean	ESM660	3	50	14	42	10
12.	Optional	Security Sector Reform	ESM670	3	50	14	42	10
OR Semester 3 - Master Thesis								
13.	Optional	Master Thesis	MSH690	3	50	14	42	30

Faculty Professional Development Program 2022-23

A/A		HOURS	DATE ATTENDED
1.	Orientation to European University Cyprus (EUC)	2 hours	28/9/2022
2.	Familiarization with EUC Academic Structures, Processes and Procedures: How to prepare for the Semester	3 hours	28/9/2022
3.	Familiarization with Blackboard Learn Ultra and the Department of Information and Operations Support Structures	2 hours	29/9/2022
4.	Orientation on Research and Mobility at EUC	2 hours	18/10/2022
5.	Artificial Intelligence (AI) in Higher Education	2 hour	20/2/2023
6.	Navigating the Opportunities and Threats of AI Tools in Education	1 hour	14/3/2023
7.	Accessing Blackboard Learn Dashboard	1 hour	21/3/2023
8.	Poll Everywhere	2 hours	24/3/2023
9.	Advance HE “New to Teaching Programme”	25 hours	4 th , 18 th , 25 th /5/2023 & 1 st , 8 th , 15 th /6/2023
TOTAL HOURS ATTENDED		40 Hours	

Center of Applied and Personal Development (ΚΕ.ΨΥ.Π.Α.)**Aims:**

The Center of Applied Psychology and Personal Development (ΚΕ.ΨΥ.Π.Α.) is offering psychological and counselling services to the members of European University Cyprus. The Center was established to promote Prevention, Assessment and Therapy and provide these services to the members of EUC (staff and students) free of charge.

Staff:

The Center is supervised by the School of Humanities, Social and Education Sciences, and the faculty member Dr Panagiotis Parpottas- Assistant Professor and registered Counselling Psychologist, is the Head of the Center. Dr Iliana Dimitriou-registered Counselling Psychologist, is the Specialist Psychologist of the Center who offers psychological services and coordinates all clinical cases. Moreover, a number of postgraduate Clinical and Counselling Psychology students offer psychological services during their supervised Internship. In addition, undergraduate psychology students are given administrative duties in the call center of ΚΕ.ΨΥ.Π.Α. during their placement. Finally, the Center collaborates with a number of registered Clinical and Counselling Psychologists who supervise the clinical work of the postgraduate Clinical and Counselling psychology students.

Context and Services:

All services are provided to students and staff with discretion and with the strictest confidentiality, as defined by the psychologists' code of ethics and the relevant laws in Cyprus.

As EUC aims to promote the academic and personal development of its students and members of staff, the identification of individuals' needs is of outmost importance and this is achieved by having an 'open door' policy with all members of EUC. Specifically, at the beginning of each semester, all the Schools and administrative departments of the University are informed on the Center's services. In addition, the Center participates in the induction week for newcomer students, informing them on the offered services. During the academic year, there is a continuous collaboration with the schools and administrative departments concerning the referral of students and staff to the Center. Finally, ΚΕ.ΨΥ.Π.Α. liaises with the Speech Language and Hearing Clinic of the University and can offer consultations if necessary to committees such as the Grievance Committee, the Committee of Students with Special Educational Needs (Ε.Φ.Ε.Ε.Α.) and other.

Individuals can receive the Center's services either by contacting directly the call center or by being referred (i.e. use of a referral form in cases of students' referrals by staff). The Center operates only with scheduled appointments and the available services are:

1. Psychological assessment with qualitative methods and quantitative Psychometric tests.
2. Psychotherapeutic interventions for interpersonal difficulties and psychological problems. Therapy sessions are offered in individual and group basis and

normally last up to 12 sessions however after assessment long term therapy may be offered.

3. Risk assessment and crisis intervention.
4. Assessment of students' psychological difficulties which may impact their academic performance and collaboration with E.Φ.E.E.A.
5. Referrals to other public or private services for cases of severe psychopathology and other health problems which cannot be talked in the center.
6. Liaison when necessary, with academic and administrative staff for psychological difficulties which may affect the students' academic and personal fitness.
7. Liaison when necessary, with the department of Human Recourses for psychological difficulties which may negatively impact the academic and administrative staff.
8. Collaboration when necessary, with the University Grievance Committee.
9. Counselling and support to students' families.
10. Training seminars to EUC staff on psychology topics.
11. Seminars for personal development and prevention of mental health problems.

External Collaborations:

ΚΕ.ΨΥ.Π.Α. has established various external collaborations aiming to enhance its services it offers. The Center or the EUC, are not obliged to cover the cost for therapies provided -when referred- out of the Center to external collaborators such as:

- Registered Clinical, Counselling and Educational Psychologists
- Psychiatrists
- Other medical specialties

Public and private services

INTERNAL REGULATION ON SAFEGUARDING POLICY**97th Senate Decision: 25th July 2023**

Safeguarding Policy

European University Cyprus (EUC) recognises its fundamental responsibility to provide an environment in which all individuals of the organization, including staff, students and visitors, are able to work, learn and develop in a safe environment.

The Safeguarding Policy aims to ensure that all members of the EUC Community are treated, and treat one another, with respect in a safe and productive environment—an environment without exploitation, emotional or physical abuse, sexual misconduct, violence, theft or substance abuse. The University will take all reasonable steps to keep the campus and community safe and to prevent and respond to any misconduct or behaviour that could harm or disrupt the work, learning or social spaces of others.

The Purpose of this Policy

The purpose of this Safeguarding Policy is to set out responsibilities, processes and procedures and to outline how the University will:

- Provide a safe and supportive environment for staff, students and visitors in conducting work and university-led activities.
- Ensure clear reporting methodology should staff, students or visitors become aware of a safeguarding concern.

Safeguarding is everyone's responsibility; the University is committed to creating and sustaining a culture of vigilance among staff and students to recognise, respond record and report safeguarding concerns.

All other University existing policies & regulations such as the Code of Conduct and Ethics, Health and Safety Policy, No Smoking Policy, Sexual Harassment Policy, Research Policy, Quality Assurance Policy, EUC Gender Equality Plan, Regulations & Procedures for Grievances, Harassment and Bullied Policy, KEPSYPA and EFEEA Regulations and protocols, Student Affairs policies and any additional regulations remain in effect.

Scope

EUC assumes its ethical responsibility to safeguard all of the above publics. This underling value is vital and acknowledges that in all interactions, the welfare of all individuals is of the upmost importance.

This policy seeks to reflect general safeguarding guidelines and best practices relating to students, employees and visitors. However, EUC recognises that as

an education provider, it cannot act as professional health or support provider, nor can EUC exercise parental authority. After a structure assessment and for the benefit of all the publics involve, healthcare providers, public authorities, parents and/or other experts may be informed and involved, as deemed necessary.

Misconduct

Any behaviour that violates the university's code of conduct, disrupts the educational experience of others, harms individuals or property or endangers the well-being of the community will be considered a threat to safety and as such, will be treated accordingly. Examples of misconduct may include, but are not limited to, harassment, bullying, discrimination, physical or mental violence, theft, sexual misconduct, substance abuse, cyber stalking, etc. If students engage in misconduct, disciplinary action shall be taken, which includes, but is not limited to, verbal or written warning, suspension of studies, expulsion from the University or reporting to the public authorities.

Suicide

Mental health is of pivotal importance to EUC as it is considered to be the foundation for well-being, learning and academic achievement. Mental health is infused in every aspect of the university culture. Students and staff struggling with personal issues and difficulties which may lead to experiencing threats or contemplating suicide, must have appropriate support resources in order to enhance suicide safety.

Suicide is perceived as the intentional act of ending one's own life, whereas suicidal thoughts (most commonly known as suicidal ideation) are generally thoughts about ending one's life, or about the methods/means or the plans to end one's life but without taking any actions to end one's own life. Individuals behaving in ways that put their life in danger are also considered at risk. Additionally, it must be noted that suicide creates vulnerability to other individuals too, such as relatives, friends, colleagues, caregivers and many others. Finally, it is generally accepted that there are a number of predisposing and contributing factors of suicide and the reasons are often complex and unique for each person.

Therefore, a range of support is accessible to EUC students and staff as follows:

1. Increase awareness on Suicide prevention-postvention and stigmatization (kepsypa's website, signpost, staff training, etc.)
2. If an individual feels unsafe or has the need to speak to someone urgently, must contact the Samaritans Cyprus helpline on 8000773 (16:00-00.00)
3. Individuals at immediate risk or in case someone is aware that an individual is at immediate risk, must contact directly 112 or go to the emergency department of the nearest Hospital
4. Students and staff can use the Center of Applied Psychology and Personal Development (KEPSYPA) for any matter or difficulty they may face during their studies/employment. Even though KEPSYPA is not a walk-in service or a crisis-center (operates only with scheduled appointments Monday-Friday 09.00-17.00), for clients already using KEPSYPA's services special protocols concerning suicide and referral procedures to external resources are followed.
5. Parents/immediate family or a designated individual as the contact person at times of need (this information must be provided after a signed consent during initial registration for students and employment for staff), may be informed as to secure a stronger support system for the person at risk. Nevertheless, information-sharing with third parties without the need of a consent, may take place when it is in the individual's vital interests to do so, such as in a serious or life or death situation or a serious concern for their welfare.

Substance Abuse/Substance Support

Possession, distribution or use of cannabis, illegal or controlled substances is a criminal offense, as describe by Law.

Illegal substances or alcohol abuse will not be tolerated. It affects the mission of the University and it is strictly prohibited. Initial support may be provided on campus by KEPSYPA, but students will be required to seek specialized services and rehabilitation programs. For the safety of our students and staff, family members or individuals indicated as emergency contacts may be informed as well, to ensure that a support network is activated and to safeguard that appropriate time, medical and social parameters required for recovery are in place. Information-sharing with third parties without the need of a consent, may take place when it is in the individual's vital interests to do so, such as in a serious or life or death situation or a serious concern for their welfare. During the recovery phase, students will not be allowed to attend classes or staff to attend the workplace.

University Safeguarding Structure

The implementation of the Safeguarding Policy will be overseen by the and theand the..... All reporting of safeguarding issues/concerns should be addressed to (both or all three), who will ensure that appropriate action is taken and, as a point of contact, they are responsible for communication with external authorities/agencies/support services.

Their key responsibilities are:

- Create the assessment methodology and all relevant materials of this policy.
- To advice individuals who face a possible safeguarding issue and are unsure how to apply the existing protocols of action.
- To educate the EUC community on safeguarding issues and procedures
- To determine if safeguarding concerns should be referred to appropriate external authorities/agencies/support services.
- To develop and maintain effective reporting and record-keeping systems.
- To ensure all records are kept securely and retained only as long as necessary, in line with the University's retention schedule and GDPR regulations.
- To report all safeguarding concerns to the President, the Rector and the Vice Rector of Academic Affairs
- To periodically review the EUC safeguarding policy
- To receive training on safeguarding issues from external agencies