

26 November 2024

**Prof. Mary Ioannidou-Koutselini**  
**President of CY.Q.A.A.**  
**5, Limassol Avenue,**  
**2112 Nicosia**

**SUBJECT: Postponement of the decision on the evaluation of the program of study:**

**“Occupational Safety and Health (18 Months, 90 ECTS, MSc)” E-Learning**

**Dear Prof. Ioannidou-Koutselini**

Further to your letter dated 10 September 2024 (File No. 07.14.324.115) in relation to the above matter, we submit below our response with the additional information, which has been deemed necessary to make a final decision on the accreditation of offering the aforementioned postgraduate degree.

### **Section 1: Study program and study program’s design and development**

- 1. We believe progression will still be a challenge, and we recommend establishing individual tutoring to secure progression and integration.***

In further progression on this issue, we have established a procedure so that each student will be assigned a faculty academic tutor that will be available to the student throughout the duration of the program. The role of the faculty academic tutor will be to advise the student on academic issues. Each student has also access to personal support at the University’s counseling services (Center of Applied Psychology and Personal Development/KEPSYPA). More information about KEPSYPA and details about the referral process can be found at the Center’s website here: <https://euc.ac.cy/en/campus-life/health-wellness/kepsypa/>

- 2. No convincing proof the revision is carried through; our concern is mainly related to the other courses with assignments and content too simple and below master level. We recommend to secure a complete redesign with more varied perspectives on assignments.***

With regards to the assignments, we have now revised all courses as per the Committee’s suggestion. Our changes appear in **Appendix I** with tracked changes.

## Section 2: Student - centered learning, teaching and assessment

- 3. The answer refers to the general principles for EUC E-learning, and we recommend to develop more specific E-learning adapted to the actual course.***

In addressing this, the EUC E-Learning Programs of Study: Educational Principles Teaching Philosophy and Methodology has been revised to customize its implementation in the M.Sc. in Occupational Safety and Health. You can find it attached as **Appendix II**. We have included in blue boxes the customized changes made for your convenience.

- 4. Accept but afraid the approach is too reactive. Creating a community require proactive support from teachers throughout the course with specific tasks to create the community.***

We do recognize the importance of building online communities. Statistics show that the majority of younger generation students find online communities as very helpful for their learning. In that respect, we aim to exploit the capacities provided by the Blackboard Learn Ultra platform used. Understandably it is important to provide content to the platform. This requires pre-assigned tasks from the teaching team(s). The teaching team assigned to this M.Sc. in OSH has been trained by EUC (George Boustras, the programme coordinator, has also obtained a European Certificate in E-Learning Course Design and Teaching from Universitat Oberta de Catalunya) to design and support E-Learning Courses. In addition to that, the team assigned to teaching at this M.Sc. will prepare additional material in the form of videos from workplaces and associated risks that will work both as examples and opportunities to secure practical elements in the program, as well as discussion points that will enhance dialogues between students and staff. Finally, the team assigned to teaching at this M.Sc. has experience in building an informal online community by establishing since 2014 a private Facebook community (<https://www.facebook.com/groups/MOSH.EUC>) for all existing and graduate students of the M.Sc. course. This online community, named "MSc and PhD Programs in Occupational Safety and Health (MOSH) - EUC" is exclusive to teaching staff and students and has 132 members. Over the years it has provided ample opportunities for networking, discussion and job openings for our students and graduates.

- 5. Most students can probably identify a practical second supervisor themselves, but teachers should secure the students with no contacts as second supervisor***

The Course Coordinator assigns the main supervisors. Suggestions for a practical second supervisor by the students themselves are part of the assigning procedure; it needs to be noted however that students' suggestions preference is not binding.

### Section 3: Teaching staff

- 6. We recommend to think of broaden the competence of the teachers, both to secure new courses and for the students to meet more perspectives than from just a limited number of teachers.***

The current number of full time and part time faculty engaged in teaching corresponds to the current number of enrolled students. It is sure that should the enrollment number increases new full time and part time positions will be announced.

We are very grateful to the CY.Q.A.A. and the External Evaluation Committee for their constructive comments and suggestions in the accreditation process and we are at your disposal for any clarifications.

Sincerely yours,

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Loizos Symeou (Nov 26, 2024 11:59 GMT+2)

Prof. Loizos Symeou  
Vice Rector for Academic Affairs

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