

Doc. 300.1.2

Date: 06 March 2023

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Programme Name

In English:

Public Health (1,5 years, 90 ECTS, Master of Public Health, E-learning)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **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 annexes 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 annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, 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
The courses are quite large with 10 ECTS each. In theory, they could be 5 ECTS each, with more focus on one element of each course. Especially the course 513 containing both health protection as health promotion, which might be split in two.	<p>We thank the External Evaluation Committee (EEC) for their positive report throughout and for their considered recommendations.</p> <p>With regard to the course MPH-513, Health Protection and Promotion: Safeguarding and Maintaining Wellbeing in Populations, we have split it into two 5 ECTS courses as per the EEC's suggestion (MPH-513: Health Protection: Safeguarding Wellbeing in Populations and MPH-514: Health Promotion: Maintaining Wellbeing in Populations). Course outlines to reflect MPH-513 and MPH-514 are uploaded to the web pages for the MPH programme: https://www.med.unic.ac.cy/education/master-of-public-health-mph/#tab-structure</p>	Choose an item.
Limit the number of learning outcomes per course because it is too much for some of the courses. The language per learning outcome could be simplified to be more direct and focus on higher level skills which are measurable, so omit wordings as "deep understanding".	<p>We have reworded the Learning Objectives (LOBs) of the courses to be more direct and focus on higher level skills that are measurable (i.e. "apply", "critically evaluate", "justify", "analyse" etc.) Phrases such as "demonstrate a deep understanding" have been removed. Where possible, we have also reduced the number of LOBs, mostly by combining related items. In future revisions of the courses we will work to meaningfully reduce the number of LOBs per course.</p> <p>The updated course outlines have been uploaded to the web pages for the MPH programme: https://www.med.unic.ac.cy/education/master-of-public-health-mph/#tab-structure</p>	Choose an item.
Consider offering the courses as separate courses for students being able to just follow one course, this might increase the number of students enrolling the separate courses. This is also an option for students of School and Health and Life Science.	For students of other schools, such as the School of Life and Health Sciences, we will be happy to provide opportunities to enrol in our elective courses, and which the closer relationship with other health programmes through UNIC Health supports.	Choose an item.
With the current number of students, the number of elective courses could be limited or only run if there is a minimum number of students enrolled (min. 5, preferably more). Interactivity is a	We have updated our programme regulations to indicate the minimum number of students required per course. We have also added to our website a note that "the availability of each of the elective courses offered in a given academic	Choose an item.

<p>requirement, but it does not work with 3 students (some courses currently). Most of the students choose the research track, but only focussing on this track would not be advisable because the other part of the students are quite mature in research already, or have a job as a clinician /are specialised MDs who prefer to have a more theoretical background on PH.</p>	<p>year will be based on student numbers”. This is also in compliance with the CYQAA regulations.</p> <p>We are pleased to confirm that in Semester 3 we offer 10 elective courses to Public Health students that students that do not wish to pursue the research track may choose from.</p>	
<p>Be selective in the development of new elective courses. It might be more wise to put the energy in the courses which are already in place and only work on the elective new courses in case the number of students are rising in future.</p>	<p>We welcome the EEC noting this. Our priority is to ensure that the core and currently delivered elective courses are continuously updated by the respective Course Leads, to ensure that course content is based on the latest public health guidelines, research, and pedagogy.</p>	<p>Choose an item.</p>
<p>The group work could be arranged so that the groups are divided based on the time zones. The students find it hard when they are in three different time zones to arrange slots to meet for the group work. For those who were on the same or close time zones, group work was not an issue.</p>	<p>We thank the EEC for the opportunity to clarify that the group allocation process is informed by the students’ geographical locations and time zones, wherever possible. In fact, prior to dividing students into groups they are asked to indicate convenient times for group work, to account for their time zone and any personal or professional commitments. We will further signpost students to contact us in case such issues arise or there are changes to their personal circumstances.</p>	<p>Choose an item.</p>
<p>There could be more events and opportunities for the students from different phases of their studies to meet and interact. This was suggested in the student meeting. Students would benefit from meeting each other, particularly those who have just started could meet with those who have studied more, to learn from each other.</p>	<p>As part of the programme’s orientation week, a student from a previous intake meets and interacts with new students to provide valuable advice and guidance based on their own student experience. For the next orientation, in Fall 2023, we will expand this introductory session with existing students, to provide more opportunities for the incoming cohort to interact and network with others from the outset of their enrolment.</p> <p>In addition, we actively pursue ways in which we can provide opportunities for students to interact outside the context of specific courses. Slack channels, as suggested by the EEC (see section 5 below), provide a very promising tool which we will pilot with our existing students.</p> <p>We note, further, that in the most recent Student Experience Survey (2022), 80% of the students noted that they felt part of a community of staff and students, and 90% of students felt that they had plenty of</p>	<p>Choose an item.</p>

	opportunities to interact socially with other students.	
Focusing more on inequalities in health in the requested courses during the first semester would be of paramount importance. This would give students more in-depth understanding about the root causes of our key public health problems, and provide them with stronger knowledge to e.g. plan for their health promotion assignments considering the inequalities in health, avoiding widening inequalities if health promotion programme benefits the health of the advantaged population groups with already better health.	<p>Section 13 of the course, Principles of Epidemiology and Public Health (MPH-511), has been renamed to refer specifically to “Social and Environmental Determinants of Health”. The section was also enriched so that the LOBs, bibliography and additional material specifically address how social and environmental determinants can impact on health and health inequalities. Furthermore, the webinar of the specific section focuses on how social determinants and inequalities are linked with vulnerability to the adverse health effects of climate change. (Please see the updated MPH-511 Study Guide).</p> <p>Health inequalities are further addressed as part of the course, Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context (MPH-521). In all lectures relating to the epidemiology of non-communicable diseases, there are specific mentions of both between and within country differences in the burden of these diseases and we also focus on how the risk factors for these diseases are themselves determined by social risk factors (causes of causes). Moreover, in Section 5 of MPH-521, this is all brought together as we discuss the epidemiological paradigms (one example being lifecourse epidemiology and the impact of lifecourse adversity on disease risk) as well as the importance of pre-conception health and care in setting individuals on improved health trajectories.</p> <p>Similarly, in MPH-514: Health Promotion: Safeguarding and Maintaining Wellbeing in Populations, Section 4 addresses the environmental, occupational, societal, political, and economic factors determining health-related behaviours while Section 6 focuses on designing intervention programmes specifically for modifying health-related behaviours in groups of people, considering and targeting the social determinants of health.</p>	Choose an item.
As the course MPH-532 “Health Inequality within and between countries” is only under preparation, the planned materials	We welcome the EEC’s recommendation to provide updates to the course, Health Inequality Within and Between Countries (MPH-	Choose an item.

<p>could be updated. Marmot and Bartley are suitable references, but also others could be used. They are already from almost two decades ago, and e.g. Johan Mackenbach’s book or papers could be considered. Sir Michael Marmot is the most famous social epidemiologist in the world and has a strong message / focus on changing policies and promoting more equal societies. Maybe some Whitehall II studies could be used as an example, as well as studies from other contexts for a wider picture. The personnel used a concept of “wider determinants’ which is a bit vague. Maybe the programme could consider causes of causes or social determinants. Overall, it is not clear how the course is planned as the weekly schedule has some potentially overlapping areas and the logic is not entirely clear. This could also explain why no student has yet registered.</p>	<p>532) which will include revisions to some of its content, its activities and recommended reading list.</p> <p>We have updated the course outline on the website to minimize overlap between topics/ weeks, to refer more specifically to social, economic and environmental determinants, and to include newer relevant bibliography. We have also added Mackenbach’s book (2019) in the bibliography and also included some of his most seminal research papers, as well as important papers from the Whitehall II study as additional resources. We will further update the course with specific references and studies, and to ensure that they are of most recent relevance, when the course is further developed to be delivered.</p> <p>The reference suggestions of the EEC have been incorporated in relevant sections of the core courses covering the social determinants of health (e.g. MPH-511 Section 13, MPH-514 Section 4, MPH-521 Section 1).</p>	
<p>The programme could add the concept of case mix correction and the need for this in case of comparing hospitals or countries in the MPH-522 course.</p>	<p>Case mix correction has been added to the course Health Policy Management and Leadership (MPH-522), Section 5: Clinical audit and clinical governance, enabling the concept to be explored during the interactive activity of the section (as shown in the MPH-522 study guide).</p>	<p>Choose an item.</p>
<p>MPH-523 course on ‘Health Economics in the context of health services and systems: Global Perspectives’ requires debates. This should be increased to have more understanding by discussion and increasing the grading of the participation in the ‘classroom’ online discussions might be considered.</p>	<p>We are pleased to confirm that the Course Lead already uses the synchronous sessions to encourage discussion of controversial issues and incite further debate and interaction amongst the students. As per the EEC’s recommendation, one of these activities has been restructured as a formal debate (section 6). These discussions, both formal and informal debates, are incorporated as mandatory interactive activities, and this enables them to contribute to the overall course grade (see enclosed MPH-523 Study Guide).</p>	<p>Choose an item.</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>Although there are a variety of types of assignments, an approach based on authentic assessment, does not seem embedded in all study guides. Better coordination between the courses regarding assessment and an overall review of all assessment in light of new developments around Artificial Intelligent tools (Chat GPT) could strengthen this area going forward.</p>	<p>We acknowledge the importance of authenticity in assessment design and diversifying assessment activities to further develop students’ applied skills and knowledge. Also, we ensure that assessment is based more on applied and critical thinking, rather than the reporting of evidence, that can be generated easily by AI tools.</p> <p>Some examples include, critical evaluation of the processes used for monitoring the quality of healthcare services the students’ own healthcare jurisdiction in MPH-522, critical evaluation of a published cost-utility analysis in MPH-523, and statistical analysis of a real study dataset to answer specific research questions in MPH-512.</p> <p>To further support this, we have created opportunities for students to orally present and discuss assignments which requires students to have mastery of the materials and present the work they have created (e.g., the MPH-511 oral presentation assignment on the critical evaluation of a published article in the field of Epidemiology and Public Health).</p>	<p>Choose an item.</p>
<p>In the study guides there is a distinction between formative and summative assessment, with formative assessments bearing no weight in the final grade. However, all activities/assignments - including the final exam - could have a formative component which would allow students to improve their performance in future assessments. This could also be a strength of the program due to the small number of students that you can follow and engage with the feedback.</p>	<p>We provide regular opportunities for students to assess their progress, e.g., through embedded quizzes based on the format of the exam, additional practice questions, and revision sessions prior to each final exam. We also provide detailed, written feedback for all coursework.</p> <p>Additionally, we provide students with post-final exam feedback so that students can improve their performance in future assessments. (Enclosed post-exam feedback reports, prepared for the Semester 1 courses of 2022/23). In these, information on students’ performance is given, addressing sections/ topics where students performed well overall as well as those sections/ topics where responses were weaker across the</p>	<p>Choose an item.</p>

	cohort, as part of our efforts to provide guidance to the students. The templates of these reports enables us to share them with the students in a way that does not compromise the confidentiality of exam materials.	
Due to the relatively high weighting of the final exam, the EEC suggests providing feedback at the end of it in order to enable student growth.	We are pleased to confirm that we provide feedback following the final examinations. In fact, we have developed a template to do this (as described above), the implementation of which is monitored to ensure it provides a valuable tool for students.	Choose an item.
There may be scope to improve the recorded sessions. They do offer some interaction, but some are relatively lengthy at ~40 minutes. Splitting them into smaller sections might help students to remain more concentrated. Also, there are quite easy technological solutions to include a picture-in-picture window with the lecturer, which might increase engagement compared to a voice-over video.	We are revisiting the length of the recorded sessions so as to ensure that these are kept to an appropriate length, so as to keep students engaged. Our faculty are continuously updating the recordings of their sessions and the recommendations of the EEC have been shared with Course Leads so that they can be implemented. Of note, the University has purchased Camtasia licenses for all its faculty. Camtasia training is regularly offered for faculty by the Technology Enhanced Learning Centre. This allows faculty to create interactive presentations in which we can easily embed a picture-in-picture window with the lecturer.	Choose an item.
The EEC recommends referring to non-communicable diseases in place of chronic diseases in the future versions of the Study Guide and course materials and teaching.	We have revised our course materials in line with the EEC's recommendation to reflect the terminology (see example study guides MPH-511 (Section 13) and MPH-521 (Sections 1-6)).	Choose an item.
Make A and B versions of the exams depending on the time zones.	In setting our exam timetables, we look at the geographical location of all students and offer a time that accommodates students across all time zones.	Choose an item.

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>There are few members of staff with background and/or experience from low- and middle-income settings. Recruiting staff with relevant experience could enhance the programme, especially considering that there are very few students from LMICs, so this perspective is largely missing from the programme.</p>	<p>In regards to faculty appointments, we make every effort to recruit faculty that bring with them a global perspective, a wealth of networks and shared research with global peers and partners, through which they are able to enhance the programme. This takes place within the framework of employment law within Cyprus. Indeed, we can confirm that there are senior faculty members within the department that are from LMICs.</p> <p>Further, the perspective of those from both Low Income and Lower-Middle Income Countries is offered by our students. We can confirm that across the MPH cohorts, >40% have been from Low Income and Lower-Middle Income Countries (9% and 33% respectively), thus enabling students to share and benefit from global perspectives.</p>	<p>Choose an item.</p>
<p>More up-to-date research conducted by members of staff could be incorporated into some of the courses.</p>	<p>Case studies and research examples, that are frequently used during many of the weekly interactive activities, stem from the research work of faculty. As faculty engage with and produce newer research outputs, the material of these sessions is also updated accordingly. These are now being incorporated into the study guides more explicitly.</p> <p>Examples include Section 2 of the MPH-514: Health Promotion: Maintaining Wellbeing in Populations course, where the course lead added recently published research articles which they authored/co-authored as part of the revision of the course for the Spring 2023 semester. Another example is MPH-512 which uses datasets produced as part of the Course Leads' research activities. References to the studies/publications related to the datasets are added in the MPH-512 study guide. Also, in Section 8 of MPH-521, the example used by the faculty member to discuss with students the process, considerations and challenges in setting up a surveillance system is based on their work for the Hellenic Centre for</p>	<p>Choose an item.</p>

	Diseases Control and Prevention (see study guides attached).	
As the body of full-time staff matures, and in accordance with the UNIC's strategy to increase research productivity, it is expected that members of staff will spend more time doing research. If the number of students also increases, this might create challenges for the programme. This is not the case yet, but it should be taken into account for mid-term planning.	Full-time research teaching faculty are provided with dedicated time to undertake research activity, with further increases to that time part of the School's development strategy. Indeed, faculty members research productivity informs our planning, and whilst increased student numbers may impact this, any potential impact would be duly taken into consideration through the existing reporting structures for faculty recruitment and development. Indicatively, the Programme Director devises and submits an annual budget based on the needs of the programme, including human resources and/or other infrastructure required. Academic positions of the faculty are also discussed at a departmental level, to ensure an equitable distribution of roles across disciplines and in order to consider faculty workload and development.	Choose an item.
If and hopefully when the programme gets bigger with more students, it is vitally important to consider the workload of the teachers and ensure that they continue to have enough time for both teaching, research and other academic duties.	Faculty workload is monitored to ensure that direct teaching activity constitutes no more than 20%. As noted above, faculty members are allocated dedicated time to undertake research activity. Annual processes are embedded to review faculty workload as well as to budget for recruitment and development activity, ensuring an appropriate allocation of roles.	Choose an item.

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
<p>The programme information that is publicly available could include a description of the basic required knowledge about illness and health and use this as a criterion for admission. This could also be useful to applicants preparing a personal statement.</p>	<p>We agree with the EEC's valuable recommendation and have modified our admissions criteria to advise prospective candidates that their personal statement should ideally refer to any past educational, professional, or other experience relevant to Public Health. This will inform our admissions process to ensure the relevance, as well as the commitment, of our candidates.</p> <p>Our admissions criteria are made publicly available at: https://www.med.unic.ac.cy/education/master-of-public-health-mph/#tab-admissions</p>	<p>Choose an item.</p>
<p>Students could be involved in formative assessment of their fellow-students (peer-review). This might not necessarily count for final grades, but would utilise students' experience and input and may reduce workload for teaching staff.</p>	<p>Peer assessment is a valuable tool that can improve students' engagement and overall learning so we are thankful for the EEC's suggestion.</p> <p>Peer-review is something that we have for specific assignments, such as in the Public Health Nutrition course (MPH-534), where students are invited to give feedback on the brochures created by their peers (see MPH-534 assignment guidelines). Furthermore, students give and receive peer feedback as part of the Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context course (MPH-521) formative assignment on infectious diseases. We have signposted this further by adding a specific mention to peer-feedback under the presentation webinar of MPH-521, Section 11 (see MPH-521 study guide).</p> <p>We have introduced peer-feedback in additional assignments as well, such as the second assignment of the course, Principles of Epidemiology and Public Health (MPH-511) (as shown in the attached assignment guidelines) as well as part of the debates added to the MPH-523 course on 'Health Economics in the Context of Health Services and Systems' (see description of activities in the updated MPH-523 study guide).</p>	<p>Choose an item.</p>

<p>There could be more support on how to build a network during the programme and after completing it. Moreover, there could be more interaction opportunities between students who started in different years, to learn from each other.</p>	<p>There is a dedicated full-time careers and alumni team who support our students and graduates in developing networks across our Masters programmes, and so that they can benefit from the wealth and breadth of experience our global cohorts offer, and can share with one another.</p> <p>Indeed, developing a network is encouraged from the outset of the programme, when as part of the programme’s orientation week, a student from an earlier intake meets with the new students to share their own experience of being an MPH student and to provide peer to peer guidance. As noted previously, this is being expanded to provide opportunities for students to interact and network with more students, throughout the next orientation period.</p> <p>In addition, we actively look at ways in which we can further enhance opportunities for students to interact. For example, Slack channels (as suggested by the EEC in the following section), or a similar tool, that encourages student-to-student communication and information sharing, will be piloted with our existing students.</p>	<p>Choose an item.</p>
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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>There is limited teamwork between students due to the nature of the course, the mix of full-time and part-time students and the different time zones where students live. The students asked for a way to establish communication between different cohorts of students and improvements in group work allocation. For example, time zones could be considered when creating groups. There is a forum on Moodle, but the students do not seem to find it particularly helpful. The programme team could consider alternative solutions, such as Slack channels for students' interactions, if appropriate.</p>	<p>As conveyed above, we are proactive in seeking means through which we can encourage further interaction amongst students, both within and outside the context of the programme. Slack channels, as suggested by the EEC, provide a very promising tool which we will pilot with our existing students.</p> <p>Students are grouped to optimise regular real-time communication to assist in the delivery of webinars and other teaching sessions as well as any group work, and from which they benefit outside of the context of the programme as well by developing networks.</p>	<p>Choose an item.</p>
<p>The programme team should consider what is the most appropriate statistical software to be used for teaching going forward. The current choice of Stata is reasonable, but continued access to it comes with a cost for graduates, whereas R is free, but potentially with a steeper learning curve for students. The UNIC could also consider offering access to a Stata licence to recent graduates for a limited period after graduation, which would allow them to continue working on their research project and pursue publication.</p>	<p>STATA is widely used by reputable institutions. It is a cost effective option and, unlike R, it is appropriate for the students' competency level during the programme.</p> <p>For those students commencing their research project, a STATA licence is purchased that covers a longer period than the duration of the research semester. Further, for those students that wish to continue to have STATA access, for example, so as to revise and publish their thesis results, they can do so through collaboration with their internal faculty supervisor who holds a perpetual licence.</p>	<p>Choose an item.</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
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7. Eligibility (Joint programme) (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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B. Other issues of relevance included in the EEC's report

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>Mental health We noticed that mental health issues are only touched upon in some of the courses based on the presentations, such as regarding migrant health, but there is no single course or clear module focusing on these very important public health issues. For example, while the mortality to other noncommunicable diseases in the EU area has notably decreased during previous decades, there has been an increase in mental disorders among adolescents and young adults, which started even before the pandemic (Armocida et al., 2022; Castelpietra et al., 2022). It is vital to add focus on mental health due to the enormous public health challenge it poses.</p>	<p>As per the EEC's suggestion, a section on Mental Health will be added to Section 4 of the course, Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context (MPH-521). The updated course structure, including section LOBs, bibliography and some additional material on Mental Health can be seen in the course study guide (enclosed). The material of the section will be further enriched as the recorded presentation is prepared.</p>	<p>Choose an item.</p>
<p>Scholarships The EEC has some concerns regarding the tuition fees for the following reasons. First, the MPH has a global health focus in many courses, and it is important that there are students from around the world. However, due to the high fees, the MPH is not affordable to many people from poorer parts of the world. The current discount of 20% and the maximum 10% discount based on financial issues is not helpful for many people with very low income levels. It would be important to have perspectives from around the world in terms of a diverse student population, but also promote more equal opportunities to participate in terms of full scholarships. We suggest that the discount of 20% could be removed or reduced, and rather the school could offer a few full scholarships to enable participation more equally. They could also market this opportunity more actively, which could give the school more visibility and applicants. The EEC questioned whether 20% discount for all is making a difference as many mature students e.g. having a job as a surgeon or up to a professor level would anyway take the programme, even without the discount. The saved funds could rather be used for</p>	<p>We thank the EEC for their recommendation concerning scholarships.</p> <p>We can confirm that we have reviewed our fees alongside those of international competitor programmes that are taught in English, and ours remain relatively low.</p> <p>Further, we would like to clarify that our students come from a wide range of nationalities, with 42% coming from low and lower-middle income countries. We recognise the benefits and value of such a global cohort, and believe that the backgrounds and lived experiences of our students very much enhances the learning opportunities for all. Indeed, we have added a question to the annual Student Experience Survey, to specifically evaluate the benefits of this.</p> <p>We provide scholarships to students in need and continue to work with them throughout the duration of their study. There are myriad student support mechanisms in place, and from which students can gain advice, such as their faculty mentor. For example, if they require more than the provided scholarship,</p>	<p>Choose an item.</p>



<p>those in actual need for such support, enabling talented people from low income countries to participate. This would make live webinars and group work and the entire etc. richer as well, and provide the students more ankles to their assignments.</p>	<p>they are advised that they may apply for an additional 10%.</p>	
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C. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>The EEC members think this is a high quality and well-planned programme. The staff are enthusiastic and qualified to deliver the course. The programme is well-supported by support staff (e.g. IT and administrative staff), and the students also appear satisfied with the flexibility offered, particularly with the opportunity to study part-time.</p>	<p>We wish to thank the EEC for their valuable insight and positive evaluation of the programme.</p> <p>In regard to the administrative support staff, the programme benefits from the overarching structures of UNIC Health, that has been developed to house the three Health related schools: Medical School, School of Veterinary Medicine, and School of Life and Health Sciences. Indeed we take this opportunity to clarify that the role of UNIC Health is to provide further specialised support to the three separate Schools, each of which has significant autonomy from the wider university.</p>	<p>Choose an item.</p>
<p>The content is largely appropriate and there is a clear strategy to build and deliver e-Learning resources which promote engagement and independent learning.</p>	<p>We thank the EEC for recognising that the curriculum and associated learning materials are appropriate. We continue to benefit from the expertise of colleagues, such as the eLearning Pedagogical Support Unit (ePSU), in developing our faculty further to deliver an interactive, engaging programme.</p>	<p>Choose an item.</p>
<p>Varied and adequate high quality support is a key strength, as both students and staff are provided with plenty of support and help where needed. Students further have their own mentor of similar interests to help them succeed.</p>	<p>The students benefit from the extensive support mechanisms in place, and we are pleased that the EEC have recognised this. There are multiple channels through which they can seek additional support as needed, and these are signposted to them from orientation, through handbooks, and on Moodle.</p>	<p>Choose an item.</p>
<p>Sustainable Development Goals were not explicitly highlighted, but are likely considered as the programme emphasises One Health. However, the EEC thinks e.g. the study materials could be updated also in this respect, to explicitly consider SDGs. Also overall, a strong recommendation of the ECC is to systematically update the course materials to include up to date scientific studies, in line with the standards.</p>	<p>The MPH programme incorporates several of the Sustainable Development Goals (SDGs) and embraces the One Health concept, as recognised by the EEC.</p> <p>Through the One Health approach, MPH students are fully equipped with the necessary knowledge and competencies so that they can contribute to efforts towards meeting Sustainable Development Goals (SDGs), for example, SDGs 3: Good Health & Well-being; 10: Reducing Inequalities; or 13: Climate Action. The SDGs are introduced and explicitly mentioned in the first course of the</p>	<p>Choose an item.</p>

	programme, Principles of Epidemiology and Public Health (MPH-511) (as shown in the course outline), and are integral to our teaching in several of the courses, such as Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context (MPH-521), Health Promotion: Maintaining Wellbeing in Populations (MPH-514), Environment and Occupational Health (MPH-531), amongst others.	
Terminology could also be revised, e.g. using non-communicable diseases in place of chronic diseases and social determinants in place of wider determinants of health, as we are talking about the causes of causes, not any additional or vague factors.	We have revised our course material in line with the EEC's recommendation to reflect the terminology (as shown in study guides MPH-511 (Section 13) and MPH-521 (Sections 1-6)).	Choose an item.
Also mental health should be highlighted more as it is of a major public health concern.	<p>Mental Health is represented in the programme and we are giving increased emphasis to this key area in Section 4 of the course, Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context (MPH-521). The updated course structure, including section LOBs, bibliography and some additional material on Mental Health can be seen in the MPH-521 study guide. The material of the section will be further enriched as the recorded presentation is prepared.</p> <p>Mental Health as an intangible cost and the difficulties in evaluating the benefit of any measures taken to address Mental Health burden in communities is also added to Section 8 of the course, Health Economics in the Context of Health Services and Systems: Global Perspectives (MPH-523) (as shown in the study guide).</p>	Choose an item.
The structure of the programme is reasonable, but the reliance on 10 ECTS courses can be challenging to some extent. For example, some courses could be split into smaller (5 ECTS) courses, which would have more internal consistency. Such an approach would also allow the development of more courses to cover areas that are currently missing. Related to this, the development of more 10 ECTS-elective courses while the number of students is relatively low may need to be reconsidered.	We will be changing the course MPH-513, Health Protection and Promotion: Safeguarding and Maintaining Wellbeing in Populations, into two 5 ECTS courses as per the EEC's suggestion (MPH-513: Health Protection: Safeguarding Wellbeing in Populations and MPH-514: Health Promotion: Maintaining Wellbeing in Populations). Doing so will allow us to review this change and take further action to other courses as appropriate. For example, it is something that, given increasing student numbers, may better fit the development of elective courses, to support	Choose an item.

	<p>student learning in a specific focused area, rather than in those core courses that are structured more around recognised competencies in Public Health. It will also enable us to ensure that content remains appropriate across each course of the programme.</p>	
<p>A major shortcoming was the lack of modules on health inequalities, as these are in the core of public health and the future public health professionals are required to have an in-depth understanding on the root causes of key public health problems.</p>	<p>We would like to clarify that the key issue of health inequalities is covered in our programme and we have increased programme content in this area further.</p> <p>Specifically, we can confirm that, in the Semester 1 course Principles of Epidemiology and Public Health (MPH-511), section 13 has been renamed to refer specifically to “Social and Environmental Determinants of Health”. The section has been enriched so that the LOBs, bibliography and additional material specifically address how social and environmental determinants can impact on health and health inequalities. Furthermore, the webinar of the specific section focuses on how social determinants and inequalities are linked with vulnerability to the adverse health effects of climate change. (See updated Section 13, MPH-511 study guide).</p> <p>Health inequalities are further addressed as part of the course, Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context (MPH-521). In all lectures relating to the epidemiology of non-communicable diseases, there are specific mentions of both between and within country differences in the burden of these diseases and we also focus on how the risk factors for these diseases are themselves determined by social risk factors (causes of causes). Moreover, in Section 5, all of this is brought together as we discuss the epidemiological paradigms (one example being lifecourse epidemiology and the impact of lifecourse adversity on disease risk) as well as the importance of pre-conception health and care in setting individuals on improved health trajectories.</p> <p>Similarly, in MPH-513: Health Protection and Promotion: Safeguarding and Maintaining</p>	<p>Choose an item.</p>

	<p>Wellbeing in Populations, Section 10 addresses the environmental, occupational, societal, political, and economic factors determining health-related behaviours while Section 12 focuses on designing intervention programmes specifically for modifying health-related behaviours in groups of people, considering and targeting the social determinants of health.</p>	
<p>Related to the above, to enable more in-depth discussion and comprehensive understanding on public health globally, it would be very important to have teachers with experience from more diverse settings and particularly enable scholarships for students from low income countries in place of partial scholarships for all. This would not result in less tuition income but would be promoting more equal access.</p>	<p>We thank the EEC again for their recommendation and recognise its importance in providing a fertile learning ground for students to best understand global perspectives.</p> <p>In regard to faculty appointments, we are sensitive to this issue and make every effort to recruit faculty that bring with them a global perspective, a wealth of networks and shared research with global peers and partners. We consider all opportunities, for example, encouraging academic exchanges and guest lectures, that also broaden exposure to, and learning from, faculty from lower income countries. In recognising this, as well as that all recruitment activity must take place in line with national employment requirements, we confirm that there are senior faculty members within the department that are from LMICs.</p> <p>We also wish to reiterate that >40% of students, across the MPH cohorts, have been from Low Income and Lower-Middle Income Countries, and which continues to be a key strength of the programme.</p>	<p>Choose an item.</p>



D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Elena Critselis	Click to enter Position	
Professor George Samoutis	Click to enter Position	
Professor Joseph Joseph	Click to enter Position	
Dr Christiana Demetriou	Click to enter Position	
Dr Dionysios Vaidakis	Click to enter Position	

Date: 06 March 2023

