Doc. 300.1.2

Higher Education Institution's Response

Date: 07/06/24

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

  In Greek:
  Ιατρική Απεικόνιση (18 Μήνες/90 ECTS, Μεταπτυχιακό), Εξ' Αποστάσεως
  In English:
  Medical Imaging (18 months/90 ECTS, Master of Science), E-Learning
- **Language(s) of instruction: Greek and English**
- **Programme's status:** New
- **Concentrations (if any):**

  In Greek: N/A
  In English: N/A

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
EUC should clearly define a target group of potential students.	We thank the EEC for the valuable feedback. We agree with what the EEC recommended during the on-sit visit that the primary target group for potential students should be radiographers with additional consideration given to related applicants who have experience with medical imaging technologies. We believe this will help identify and select the most qualified candidates, thereby enhancing the overall quality and effectiveness of this M.Sc. program. Therefore, we have amended the specific admission criterion as follows: "All applicants must have successfully completed an undergraduate degree in Radiography, Radiology, Radiotherapy and any other related topic or a Doctor of Medicine (M.D.), Doctor of Veterinary Medicine (DVM), or Bachelor of Dental Surgery (BDS) from a recognized academic institution. Applicants must also demonstrate practical experience in medical imaging technologies. This can be through clinical practice, research, or relevant professional roles. The University reserves the right to conduct interviews of applicants to strengthen the selection process if considered necessary".	Choose level of compliance:

The aims of the programme has to be sharpened. It needs to be clearly stated that it is not a master of science in engineering or natural sciences. It would be a master of science regarding practical medical imaging on a master level. EUC might consider renaming the programme to “Master of Science on Medical Imaging for Radiographers” or similar.	We thank the EEC for the suggestion. Indeed, it is important to clearly define the objectives of the program to make clear that this is an M.Sc. regarding practical medical imaging to avoid any confusion with degrees in engineering or natural sciences. Therefore, we have amended our aims as follows: OBJECTIVES: The primary objective of the M.Sc. program is to equip students with a comprehensive and advanced knowledge of medical imaging, focusing on practical applications and clinical relevance. This program supports healthcare professionals to enhance their knowledge and skills in their specialist area of medical imaging and provide access to further studies. This program also equips students for careers in industry. We acknowledge the suggestion renaming the program. However, based on the suggestions of the EEC, the program and the relevant amendment made as described in the previous item above is now designed to attract not only radiographers but also other applicants with significant experience in medical imaging systems. Therefore, we believe this change may unintentionally exclude potential applicants who, although not radiographers, possess substantial experience in medical imaging systems. To avoid confusion, we have emphasized in our objectives that this M.Sc. focuses on the practical applications and clinical	Choose level of compliance:

	relevance of medical imaging systems. In addition, we have clearly stated in the respective admission criterion (please see our response in the previous item) that applicants must have practical experience in medical imaging systems.	
Clear learning outcomes (4-6) per course have to be articulated, as non-changeable mandatory requirements for the acquisition of the master certificate.	We thank the EEC for the valuable feedback. We understand the importance of having fewer well-defined learning outcomes. Therefore, we have refined all syllabi, ensuring that each course includes 4-6 clear and well-defined learning outcomes (please see ANNEXES 2 & 3 COURSE DESCRIPTIONS and ΠΑΡΑΡΤΗΜΑΤΑ 2 & 3).	Choose level of compliance:
In case the master programme is not renamed or at least the limitations have not clearly been stated, a master thesis with a literature review would not be appropriate; this would need to be eliminated as an option, if the master programme is kept in its current form. Practical hands-on activities on machines would be necessary in this case and collaborations with other institutions would need to be established for the hands-on activities and the master thesis	After the EEC'S valuable feedback we have removed the option of a master thesis based solely on a literature review from our M.Sc. program. We recognize the importance of practical, hands-on experience for our students, especially given the nature of the program. We are definitely committed to enhancing the master's thesis by incorporating substantial practical hands-on activities through collaborations with other institutions and the use of anthropomorphic data simulations (please see some examples below). We have therefore established strong partnerships with several local research institutions, including: • German Diagnostic Centre	Choose level of compliance:

	• Bank of Cyprus Oncology Centre • Nicosia General Hospital • Limassol General Hospital • Aretaeio Hospital These collaborations will provide our students with access to advanced medical imaging facilities and opportunities for hands-on experience. For example, medical data for the students can be found in the PACS system installed in the EUC radiology lab, to which students connect via their computer. This provision enables students to experience an environment similar to that of hospitals that have digitized the entire workflow of producing and processing medical images. In the laboratory, in a nutshell, students perform the following stages of the workflow of these systems: 1. Referral of patients for radiological examination (RIS) 2. Schedule patient appointments in the system (RIS) 3. Worklist Retrieval from Modalities (CR Reader + Virtual Modality) 4. Perform examinations (using a patient phantom) and send them to the PACS system 5. Exam retrieval and image processing (PACS + DICOM Viewer) 6. Creating a Medical Report 7. Process images of various Modalities, such as MRI, CT, PET-CT, SPECT-CT, Mammography, Digital X-	

	Ray, CR, DEXA, Fluoroscopy, Angiography with software tools suitable for each Modality, such as measurements of regions of interest, calibration of spatial resolution (using a non-radius permeable ruler), 3D reconstructions, use of filters and LUT and many other. LINKS FOR DEMONSTRATION OF PACS IN THE EUC LAB: 1. PET-CT.mp4 2. CT and filters.mp4 3. Spatial Calibration.mp4 4. DICOM PDF Report.mp4 For the data simulation, students will use simulation tools to model and analyze complex systems, complementing their practical work with rigorous data analysis and theoretical validation. In addition, we will utilize open-source software tools like STIR and CASToR for tomographic imaging. These platforms provide comprehensive frameworks for data manipulations and image reconstructions in PET and SPECT, and they offer scalable software features suitable for both standard users and specialists. **STIR**: A Multi-Platform Object-Oriented framework for iterative image reconstruction in PET and SPECT. https://stir.sourceforge.net/ **CASToR:** An open-source project for 4D emission (PET and SPECT) and transmission (CT) tomographic reconstruction, providing advanced tools for	

	image reconstruction. https://castor-project.org/ We will also use the ADNI imaging Alzheimer data, which is shared through a secure research data repository. This resource provides access to imaging, clinical, genomic, and biomarker data for scientific investigation, teaching, or planning clinical research studies. https://adni.loni.usc.edu/	
There is a need to integrate more stakeholders in the design and continuous optimisation of the programme and to explain to them what they can expect from graduates.	We are in alignment with the EEC recommendation to include as many stakeholder as possible in the design and reviews of the programme. Two of the current stakeholders the EEC had the opportunity to meet during their on-site meeting. Our programme indeed involves a wide range of stakeholders who provide feedback and contribute significantly from its very inception to its development and continuous improvement. The overview of our stakeholder engagement: • **Industry Partners:** We collaborate with numerous industry partners across various sectors who provide insights, resources, and practical opportunities for our students (e.g. the German Diagnostic Centre, Nicosia General Hospital). These partners are actively involved in advising on curriculum development and Master Thesis projects. • **Academic Institutions:** We maintain partnerships with several academic institutions	Choose level of compliance:

	that contribute to our program through joint research projects, faculty exchanges, and shared resources. • **Alumni Network:** Our alumni play a crucial role in providing feedback and mentorship to current students. They help bridge the gap between academic learning and professional practice. • **Professional Associations:** We engage with professional associations that offer accreditation, industry standards, and professional development opportunities for our students and faculty. These stakeholders have a significant role in the quality assurance mechanisms of the programme. An example of a mechanism that involves the significant contribution of the stakeholders is the Advisory Board. The Advisory Board consists of university faculty members and external stakeholders. The Advisory Board examines ways for the continuous improvement of the program's quality and application. In particular, the program's Advisory Board aims to: • Determine the Objectives of the Program • Provide timely knowledge about trends and completions on the Educational methods • Identify upcoming legislative and regulatory developments. • Specify the areas which need to be improved. • Discuss and consider alternative educational methods	

	• Provide interconnection methods of the Program with the Industry In addition, stakeholders participate in the Programme Evaluation Review (PER) process of the programme, which aims at its ongoing monitoring and evaluation (for full information please see APPENDIX I Program Evaluation Review (P.E.R.) Procedures and Template). PER is an integral part of the University's overall quality assurance processes and every program must complete a PER every three years after its first offer. The PER process is initiated by the Program Academic Committee but one of the sources of information is from the advisory board which includes alumni and employers, as explained above. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.	

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Student Feedback on Learning Experience (SFLE)	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Alumni Survey)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Department Strategic Plan.
Other		

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
The EEC has not seen key assessment documents, including grading criteria, marking guides and rubrics. The programme team should develop these.	We agree with the EEC that the assessment documents are valuable documents and need to be available to the students. As suggested by the EEC, by using a coherent set of criteria for students' work support students to understand what are the expectations and have a clear outline of their assessment. It also helps the instructors to grade more objectively. Since the on-site visit, we have therefore developed rubrics so that all instructor use grading rubrics to assess the assignments of each course upon implementation of the programme. Initially, the programme instructors collaboratively designed general rubric templates (both holistic and analytic) based on a coherent set of criteria for students' performance and development, to support reliability in feedback or grading, and provide students with a way to evaluate and self-regulate their work critically. The general rubrics requirements are linked to the specific learning objectives (knowledge, skills, and competencies) of the programme. Then, these templates were accordingly adopted based on each course's particular requirements and learning outcomes. These will be uploaded on the Blackboard platform page of each separate course from the beginning of the	Choose level of compliance:

	offering of each course. They will also be explained and discussed with the students during the opening teleconference and again prior to each assignment and exam (please see APPENDIX II_Indicative Example of an Assessment Rubric). In addition, further explanation of the assessment is available in the course outlines of each course where it is outlined how the total grade is calculated. The course outline and assessment breakdown is explained to the students at the beginning of each semester for each course separately and then the course outline is uploaded in the Blackboard page of each course.	
Establishing and maintaining an online learning environment on the VLE. This was not ready for the programme under scrutiny.	We understand the concern of the EEC. The Blackboard Learn Ultra page for each separate course is set up upon approval of the program based on the specific guidelines presented to the Committee.	Choose level of compliance:
The EEC requested to see examples of recordings from interactive online sessions with the students. We reviewed a tutor led interactive lecture in an online environment. The Q&A aspect of the online session was important but it included a significant transmissive component which undermined interaction. We would recommend that the interactive non- transmissive nature of these online events	We agree that it is important to offer students a highly interactive, non-transmissive learning experience. To enhance the interactive nature of our online teleconferences we use the following features: **Discussion Forums:** Discussion forums are used for ongoing, threaded conversations about course material. These forums allow students to engage with the content, their peers, and instructors at their own pace,	Choose level of compliance:

is enhanced further by using the affordances of Blackboard collaborate (e.g. breakout rooms, ability of the students to use a whiteboard and other tools to communicate ideas, demo of simulations and other online tools).	promoting deeper understanding through sustained discussion. **Messaging and Short Chats:** The built-in messaging tools in Blackboard allow for quick, informal communication among students and between students and instructors. This functionality supports collaboration and immediate feedback, making learning more dynamic and responsive. **Padlet, Kahoot, and H5P:** These tools are integrated into Blackboard to create interactive assignments and activities. Padlet is used for collaborative projects and idea sharing, Kahoot for game-based learning, and H5P for creating interactive content such as quizzes and videos. These tools make learning more engaging by requiring active participation. **Quizzes and Polls:** Quizzes and polls are used during and after live sessions to gauge understanding, provide instant feedback, and keep students engaged. These tools help maintain an interactive learning environment by involving students in real-time assessment activities. **Simulations and Real-Life Scenarios:** Blackboard supports the use of simulations and real-life scenarios as part of the course activities. These practical exercises help students apply theoretical knowledge in a controlled, interactive setting,	

	enhancing their learning experience. **Group Projects and Discussions:** The platform facilitates group projects and discussions, encouraging students to work together to solve problems and develop projects. This collaborative approach promotes peer learning and the exchange of diverse ideas.	
Since the interactive software is an important aspect of the programme, we think it is necessary for the students to know what would be simulated and how. This was not clear in the programme documentation and we recommend that the issues are looked at by the programme team	We agree that it is crucial for students to understand what will be simulated and how it will be executed. The programme employs a range of interactive software to simulate real-world medical imaging scenarios, allowing students to develop their skills in a controlled, virtual environment: • CT Simulator: Scanlab CT Simulator • MRI Simulator: Corsmed MRI Simulator • MRI Interactive Exercises: Fundamentals of MRI • SPECT Reconstruction Simulator for Cardiac Studies: MIM Software • Medical Image Analysis Tools**: AMIDE and ImageJ**	Choose level of compliance:
The learning outcomes were appropriate and corresponded to the postgraduate level of study. At programme level an improvement would be to review their number (there seemed to be too many of them) and organise them under themes	We agree with the EEC's comment that the program-level learning outcomes were too numerous. In response, we have reviewed and streamlined the learning outcomes, reducing them to 8. Below is the revised list of learning outcomes: 1. Describe the scientific principles and physical	Choose level of compliance:

	concepts of various ionizing and non-ionizing imaging techniques, including the equipment used (CT, MRI, Ultrasound, Optical imaging, SPECT, PET). 2. Recognize the anatomical and physiological properties of tissues as displayed by different imaging techniques and evaluate the accuracy of these modalities in measuring these properties. 3. Assess the appropriate usage and limitations of different medical imaging techniques in clinical applications. 4. Recognize and evaluate the image quality characteristics and measures used in various imaging modalities. 5. Demonstrate expertise in microscopy and advanced optical medical imaging techniques for displaying biological sample tissue properties. 6. Design protocols to influence image quality characteristics through varying acquisition and reconstruction parameters for ionizing and non-ionizing imaging techniques. 7. Develop and apply data processing methods, correction techniques for image reconstruction, and image segmentation procedures for clinical applications. 8. Interpret and document research data using advanced statistical methods, presenting findings effectively in scientific writing and public presentations.	

The university provided a statement on the use of AI. This is in the right direction of developing a related policy. We would recommend that the programme team articulates how any generic AI guidance is applied to the context of this particular programme both from a disciplinary and pedagogical point of view (certifying if and how AI should be used in student work and how). This is fundamental as it affects most assessments and there is an urgent need to establish a clear framework for the use of generative AI technologies in the programme, with specific student-oriented guidance.	We appreciate the EEC's feedback on our AI policy. The university's academic policy on AI usage underscores the ethical, transparent, and academically integral application of generative AI tools by both students and instructors. We also agree that it is essential to articulate how this policy specifically applies to our M.Sc. program. Our approach will focus on promoting AI as a tool for enhancing learning rather than replacing critical thinking and original work. Students will be encouraged to use AI to foster creativity and understanding in medical imaging while ensuring their work remains authentic and properly attributed. Instructors will integrate AI thoughtfully, using it to augment grading, feedback, and material preparation while maintaining personal judgment and ensuring data protection and reliability. In the context of medical imaging, students will be trained to utilize AI tools for tasks such as image analysis and interpretation, enhancing their diagnostic skills and understanding of complex imaging techniques. Students will be made aware of AI's limitations and biases, particularly in medical applications, and will be responsible for verifying AI-generated content for accuracy and acknowledging its use to uphold academic standards. Assignments will be designed to engage students critically and creatively, incorporating AI tools to solve real-world medical imaging problems while ensuring that students develop their	Choose level of compliance:

	analytical skills. Additionally, disputes related to AI-generated content will be handled by focusing on prevention and validating student-authored work through methods such as oral presentations, practical demonstrations, and version histories. This framework will ensure a clear and consistent approach to the use of generative AI technologies in our Medical Imaging program, aligning with both disciplinary and pedagogical goals.	

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Workloads for teaching staff seem to be higher compared to other programmes at EUC. The Department should employ more faculty members to handle this issue.	We understand the concern of the EEC and we would like to clarify that all full-time academic staff at EUC are contracted to teach a specific number of hours per week, which is consistent across all programs at EUC. Workload management and faculty support are very important. To support and reward excellence in research at EUC, we have implemented a Teaching Hours Reduction (THR) scheme (see APPENDIX III_ EUC Research Policy). Under this scheme, a reduction of 3-6 hours per week is awarded on a semester basis to faculty members who accumulate a certain amount of points based on their research activity, allowing them additional time for research. This is consistent across all programs at EUC. Every semester based on the THR awarded to each instructor, the chairperson of the Department ensures no faculty member exceeds their contractual teaching hours. With the approval of the program and successful launch additional faculty will be hired accordingly.	Choose level of compliance:
The faculty should increase collaboration with other research groups outside the university to strengthen their research activities.	We fully agree with the EEC's recommendation regarding increasing collaboration with research groups outside the university to strengthen our research activities.	Choose level of compliance:

	The faculty members are committed to extending relevant collaborations and actively participating in Erasmus+ mobility actions to broaden our network. Additionally, many faculty members already have extensive networks of collaborators. For instance, Dr. Stylianou has led two research projects with foreign organizations from Greece and Poland and is currently coordinating an Erasmus Mundus Design Project ("IMMEDIACY") with partners from the Medical University of Vienna (Austria) and Aalen University (Germany), along with associated partners across Europe. Moreover, the EUC is now a member of the SUNRISE alliance, consisting of nine European universities, which will foster new research opportunities. On May 2024 a COST Action proposal on Magnetic Particle Imaging (MPI) for next-generation theranostics and medical research has been approved where one of our faculty members, Dr. Polycarpou, is a co-coordinator and management committee member. This COST Action will significantly expand our research network by fostering interdisciplinary collaboration across Europe and enhance our international visibility.	

	Our faculty continuously pursues further research collaborations through various projects and networking initiatives.	

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
The programme team intends to accept students from different backgrounds and subjects, making the target audience broad. This can lead to potential problems.	We recognize that admitting students from diverse backgrounds and subjects can present potential challenges. After EEC's comments, as mentioned above, we have refined the admission criterio to narrow the target group to applicants with experience in practical medical imaging as follows: "All applicants must have successfully completed an undergraduate degree in Radiography, Radiology, Radiotherapy and any other related topic or a Doctor of Medicine (M.D.), Doctor of Veterinary Medicine (DVM), or Bachelor of Dental Surgery (BDS) from a recognized academic institution. Applicants must also demonstrate practical experience in medical imaging technologies. This can be through clinical practice, research, or relevant professional roles." This change will prevent at a large extent the recruitment of students with unrelated backgrounds. However, recognizing that we may still admit students from different backgrounds, we have developed a number of strategies to effectively manage this issue. First of all, we will offer tailored support, including additional tutoring,	Choose level of compliance:

	and resources, to help students from diverse backgrounds adapt to the program's needs. We will also employ diverse teaching and learning methods to accommodate different learning styles and backgrounds. This includes a mix of lectures, seminars, group work, and practical projects. We will conduct regular progress reviews to monitor student performance and identify any gaps early. Finally, the feedback mechanism during the interactive exercises will enable students to understand and improve their areas of improvement.	

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
EUC implements a student welfare mechanism for monitoring student support in the form of anonymous online questionnaires for each course. However, these questionnaires are not mandatory for students to fill in, which may be become problematic because often only students that are strongly positively or strongly negatively biased (i.e. have either a strongly positive or strongly negative experience) with a specific course decide to fill in the questionnaire. This may result in weak and biased statistics that may not reflect actual attitudes. The university should consider to make this mandatory, or to promote this regularly among students. Another issue is that the results of the questionnaires are evaluated by the university staff that makes recommendations where needed, however, the aggregate feedback is not sent back to students. There is need to 'close the loop' as far as student feedback is concerned.	We appreciate the suggestion of the EEC but in keeping with the local ethical concerns as in all other Cypriot tertiary education institutions, we cannot force students to do so. We also agree with the EEC feedback for the need to 'close the loop' on student feedback. This will ensure that students are well-informed about how their feedback is used to improve their learning experience. Therefore, we have recently revised our policy to ensure that aggregate feedback from the Student Feedback on their Learning Experience (SFLE) survey is communicated back to the students. According to our revised policy, relevant feedback will be provided to students through their representatives in the Department Council. Additionally, each Department Council and School Council will now have the option to assign access for students to SFLE information or specific sections of SFLE data across all programs of study or selected ones. This revision aims to enhance transparency and ensure that students are informed about how their feedback contributes to the continuous improvement of their learning experience. For more information please see	Choose level of compliance:

	APPENDIX IV_EUC Questionnaire on "Student Feedback on their Learning Experience".	
For students with special needs, EUC requires certificates (e.g. medical reports, assessment reports, etc.) to be submitted to the committee. Although this is regulated by an adherence to students' rights and privacy, as well as GDPR, it would need to be explicitly specified who has the access to these certificates that disclose the actual condition of the student.	Only the Committee for Students with Special Educational Needs (EFEEA) has access to medical or other documents/certificates that disclose the students' actual condition. These are kept, safeguarded and destroyed based on the internal regulations concerning the GDPR that EFEEA follows. The academic accommodations and/or support are provided only after assessment and the final decision by EFEEA, all based on the current relevant Cypriot law and international practices. Students must submit to the Committee (until the 3rd week of instruction of each semester) all the certificates that they may hold which certify their difficulties, such as recent medical reports, assessment reports and other decisions/suggestions. These certificates, if they exist, must be recent (that is to be up to two years old before the student applies to the Committee). Generally accepted certificates are those provided by official/governmental authorities, private doctors, registered psychologists and special education teachers. Students who do not hold any certificates or any recent certificates, can still apply via the form they will be given by the Committee and an	Choose level of compliance:

	assessment will be arranged accordingly by the officer of the Committee or by external collaborators following the Committee's referral. All beneficiary students may receive academic accommodations concerning teaching, midterm and final exams and accessibility. After the assessment and EFEEA's official decision, the student will be informed of the given academic accommodations. In addition, after granting the student's written consent, EFEEA will inform in written the student's instructors for the academic accommodations they need to provide, as well as the means to support and deal with the students' difficulties. Academic accommodations are valid only for the period granted and are re-assessed if necessary. With respect to the students' rights and privacy, as well as the law and the General Data Protection Regulation, EFEEA cannot contact third parties concerning students' matters without their written consent.	

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. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The programme is covering an important area especially in terms of societal needs. The university is well prepared to support the programme and teaching staff that is involved in the programme are keen and enthusiastic. However, the programme currently still lacks a clear target audience as well as a clear career goal for students graduating from that programme. Also, content wise, the level is not always at what is expected to be a master's level when taking into account the learning materials the EEC reviewed. This means, that a clear focus as well as a sufficient level of the course content has to be developed before accreditation.	We thank the EEC you the valuable feedback on our MSc program. We appreciate the recognition of the program's importance in addressing societal needs and the positive remarks about our prepared and enthusiastic staff. Acknowledging the concerns regarding the clarity of the target audience, career goals for graduates, and the academic level of the course content we have modified both the admission criteria and the learning materials. We have undertaken a thorough review of the learning outcomes for each course within the program to ensure they focus on critical areas of knowledge and skills and align with the expected master's level (See ANNEXES 2 and 3_COURSE DESCRIPTIONS). We believe that these changes will provide a clearer focus for the program and better prepare our graduates for their future careers. We hope these improvements address all the EEC concerns and enhance the overall quality and rigor of the program.	Choose level of compliance:

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Dr. Irene Polycarpou	Program Coordinator	
Prof. Chryssoula Thodi	Chairperson, Department of Health Sciences	
Prof. Panagiotis Papageorgis	Dean, School of Sciences	

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