Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report
Program of Study

Institution: Cyprus University of Technology

Program of Study: Masters of Public Health

TABLE OF CONTENTS

INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Hadjichristodoulou Christos	Professor	University of Thessaly, Greece
Tzaphlidou Margarita	Professor	University of Ioannnina, Greece
Kraemer Alexander	Professor	University of Bielefeld, Germany
Matthaiou Andreas	Student	University of Cyprus, Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

Members of the Committee reviewed and analysed the document individually and three of its members met informally once, prior to the on-site visit. On the day of the evaluation, the Committee first met with representatives of the Agency to discuss the scope of the review and then conducted a 8-hour on-site visit at the Cyprus University of Technology, where meetings were held with both the academic and admin leads of the proposed program, as well as with ten students (current and recent postgraduates who are conducting now a PhD). The EEC visited the teaching rooms, the central library of the University, the laboratory facilities of the Institute, and the welfare department.

The External Evaluation Committee (EEC) has received comprehensive documents from the Cyprus International Institute for Environmental and Public Health (CII) of the Cyprus University of Technology including the following:
- The application for Evaluation-Accreditation-new program of study including
  - Lecturers Curriculum Vitae
  - Course Description
  - Internal Evaluation Report and Ranking
  - And several other documents

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**

The overall structure of the MPH has been built upon preexisting similar programs on environmental health and epidemiology. The plan is to convert these two old programs into the MPH program under consideration.

Overall the EEC believes that the structure is supporting some important MPH objectives. The topics selected are appropriate and compatible with similar MPHs worldwide.

However, the current program is narrowly focusing on epidemiological and biomedical dimensions of public health. Important public health topics are not covered: the system's perspective focusing on health care systems, the social dimensions of public health, non-communicable diseases including secondary prevention, migration and refugee health, health-related issues with tourism, other setting projects, etc. A modern aspect of the new program is that the topic of global health is considered in a special elective module.

The EEC had the opportunity to review the syllabus, the objectives and the expected outcomes of all the modules. They were not detailed and only provided overviews and general statements. From the study of the documents provided and the on-site visit discussion the EEC concluded that the training schedule and components (hours of lectures, assignments, group discussion etc.) are well designed and balanced.

- **Teaching**
The teaching includes lectures, case studies, and assignments. The MPH coordinator should set up policies in place to use the evaluation results of the students for improving the quality of teaching. Moreover, the teaching days/hours should be selected in a way to facilitate the participation of students that are employed. The modern way of teaching is to decrease the hours of lecturing in favor of problem-based discussions and case-study scenarios. Therefore, the EEC recommends to reduce the number of lectures in favor of this modern ways of teaching.

- **Teaching personnel**
The EEC had the opportunity to meet and discuss with the faculty members who will be involved in teaching in the proposed MPH. Moreover, the EEC highly recommends to further engage external collaborators from other institutions to participate in order to cover specific topics (non-communicable diseases, etc). The EEC highly recommends to offer continuing education on pedagogical teaching methods especially for the external teaching staff but also for the members of the faculty.

Regarding the number of the teaching personnel the EEC feels that there is a shortage of personnel within CII, but the gap is partially filled by including staff

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

from the rest of the departments of the School of Health Science (Department of Rehabilitation and Department of Nursing). However, the EEC is not sure about the level of commitment of the staff not belonging to CII.

The EEC also evaluated the information provided about teaching staff (short CVs) and concluded that their qualifications are satisfactory and fulfill the criteria of providing high quality teaching in the MPH.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The EEC reviewed the purpose and objectives as well as the learning outcomes of the proposed program of study as outlined in the application and discussed them during the on-site visit. The EEC feels that the program could be broadened in order to cover all the important topics of public health relevant to the morbidity and mortality causes recorded in Cyprus and elsewhere.

Overall, the MPH program is designed based on the specifications of learning outcomes. The higher education qualification and the program of study conform to the provision of the corresponding Professional and Vocational Bodies.

Overall, the structure and delivery of the program are as described in the program specifications. The European Credit Transfer System (ECTS) seems to be applied in an appropriate and consistent manner. Also, the program of study is structured consistently. The EEC believes that the learning objectives and outcomes should be redrafted in a way to be more detailed and specific.

As the program is designed and can be further elaborated due to the recommendations below, the program's content can lead to the achievement of the program's expected learning outcomes.

The EEC feels that the proposed MPH program covers only a narrow range of important public health objectives and fields. We recommend that other public health objectives especially relevant to Cyprus and the region should be included, e.g. burden of disease in the Mediterranean region, stronger emphasis on migration and mobility, and for Cyprus relevant settings, like health-related problems in tourism and other setting projects. While the past master programs have mainly focused on academic and research dimensions, the MPH program additionally has to focus on the applied public health dimension to cover the needs of the Cyprus society.

The quality assurance and management of the program seem to be appropriate. With respect to the international dimension of the program it is beneficial that the topic of global health will represent an extra module of the program. In addition, almost all the members of the academic staff have international professional experience. Many received their academic degrees at foreign universities with high reputation.

Interviewing a number of ten students of CII teaching programs revealed the following findings. Some students complained that the education time started too early and did not allow the combination of study with work, others complained about the too heavy workload, desired more practical courses in epidemiology with supporting tutorials and wanted to work on data analysis in groups instead of only individually. Some students said that the study design module could be expanded and pay more attention to

practical aspects. In addition, the harmonization of international students to an equal level of knowledge is desirable implicating the need for an induction course. On the other hand, students highly valued the good contacts and interactions with faculty members, the interesting subjects being taught, their good future work prospects, and the flexibility of the faculty regarding the postponing of homework assignments in case of need.

In view of the current health care reform in Cyprus, the future demand for health care professionals will probably strongly increase, putting health professionals holding a MPH degree in a favorable position for the local labor market. The program is expected to have an important input on the society.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The EEC recognises that most of the MPH teaching staff is very actively engaged in research activities and has a high motivation for it. Applying research topics of high relevance integrating own research experience into the MPH curriculum improves the teaching quality, because teaching and research go hand in hand. However, while the department has to recognise the shift of research topics into the dimension of applied public health, it also has to understand how to sustain the very successful basic research that was conducted in the past. The policy of the university will have to guarantee continued chances for promoting research of the faculty, e.g. sabbaticals, Erasmus exchange, participation in international summer schools and continuing education in the methodology of public health. In this way, the institution will keep its reputation as an international centre of excellence in research and teaching.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The committee is confident that the institution's processes regarding administration, student welfare and support of teaching are essentially robust. The EEC had the opportunity to visit the welfare department and was impressed by the scope of activities and the highly motivated staff. Personal concerns of the students like mental health problems and others are cared about in an impressive way. Moreover, the university is collaborating with the local church to provide food for more than 600 students.

The infrastructure is satisfactory with respect to the training rooms and laboratory facilities. The EEC during the visit to the laboratory noted and appreciated the high tech equipment available. The administrative staff is sufficient to cover the needs of the expected number of students. In terms of available software which is needed for the students training and research (e.g. SAS) the EEC confirmed its availability. During the meeting with the students they expressed problems with the speed when the software is used through VPN. A possible solution is to increase the number of licenses according to the number of students.

In the feasibility study the expected number of students is estimated at maximum 15. The EEC believes that if this is the maximum expected number, then probably the actual number could be around 10. This number of students is considered very low and puts the sustainability of the MPH program in danger. The MPH coordinator will have to make every effort to establish an attractive program convenient to the students, particularly those that are employed in order to achieve high participation. Having the experience of the previous two master degrees with very low participation (7 in total for both programs), the EEC would like to point the attention of the MPH coordinator to this issue and indicate the importance of achieving sustainability.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

The overall structure of the MPH has been built upon preexisting similar programs on environmental health and epidemiology. The plan is to convert these two old programs into the MPH program under consideration.

The current program is too narrowly focusing on epidemiological and biomedical dimensions of public health. Important public health topics are not fully covered, like the system's perspective, the social dimension, migration and refugee health, health-related issues of various settings. A modern aspect of the new program is that the topic of global health is considered in a special elective module. The MPH syllabus was not detailed enough and the learning objectives should be more detailed. The training schedule and components are well designed and balanced.

The MPH coordinator should set up policies in place to use the evaluation results of the students for improving the quality of teaching. Moreover, the teaching days/hours should be selected in a way to facilitate the participation of students that are employed. The modern way of teaching is to decrease the hours of lecturing in favor of problem-based discussions and case-study scenarios.

The EEC highly recommends in addition to the own faculty to further engage external collaborators from other institutions to participate in order to cover specific topics and the offer of continuing education on pedagogical teaching methods for them. There currently seems to be a shortage of personnel within CII. The EEC concluded that the qualifications of the current teaching staff are satisfactory.

Overall, the structure and delivery of the program are as described in the program specifications. The European Credit Transfer System (ECTS) seems to be applied in an appropriate and consistent manner. Also, the program of study is structured consistently. The EEC believes that the learning objectives and outcomes should be redrafted in a way to be more detailed and specific.

The quality assurance and management of the program seem to be appropriate. With respect to the international dimension of the program it is beneficial that the topic of global health will represent an extra module of the program.

In view of the current health care reform in Cyprus, the future demand for health care professionals will probably strongly increase, putting health professionals holding a MPH degree in a favorable position for the local labor market. The program is expected to have an important input on the society.

The EEC recognises that most of the MPH teaching staff is very actively engaged in research activities and has a high motivation for it. However, while the department has

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

to recognise the shift of research topics into the dimension of applied public health, it also has to understand how to sustain the very successful basic research that was conducted in the past.

The committee is confident that the institution's processes regarding administration, student welfare and support of teaching are essentially robust. Personal concerns of the students like mental health problems and others are cared about in an impressive way.

The infrastructure is satisfactory with respect to the training rooms and laboratory facilities and the administrative staff is sufficient to cover the needs of the expected number of students. However there is still room for improvements (see above).

Due to the low number of students in past programs, the MPH coordinator will have to make every effort to establish an attractive program to achieve high participation leading to the sustainability of the program.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Cyprus University of Technology

Program of Study: Master of Public Health

Duration of the Program of Study: 13 months (3 semesters)

Evaluation Date: 26 October, 2017

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

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Hadjichristodoulou Christos	Professor	University of Thessaly, Greece
Tzaphlidou Margarita	Professor	University of Ioannnina, Greece
Kraemer Alexander	Professor	University of Bielefeld, Germany
Andreas Matthaiou	Student	University of Cyprus, Cyprus

Date and Time of the On-Site Visit: 26 October, 2017, 10:00 am

Duration of the On-Site Visit: 7 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	**Organization of teaching work**	**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					X
	1.1.3.1 The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2 The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
	1.1.3.3 The course web-pages, updated with the relevant supplementary material				X	
	1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment				X	
	1.1.3.6 The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					X
	1.1.4.1 facilities				X	
	1.1.4.2 library					X
	1.1.4.3 infrastructure				X	
	1.1.4.4 student welfare					X

			1	2	3	4	5
	1.1.4.5	academic mentoring					X
1.1.5		A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X
1.1.6		The teaching personnel, for each course, provide timely and effective feedback to the students.					X
1.1.7		Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X	
1.1.8		Control mechanisms for student performance are effective.				X	
1.1.9		Support mechanisms for students with problematic academic performance are effective.					X
1.1.10		Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X	
1.1.11		The program of study applies an effective policy for the prevention and detection of plagiarism.				X	
1.1.12		The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2	**Teaching**	**1**	**2**	**3**	**4**	**5**
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.			X		
1.2.2	The methodology of each course is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	

ΔΙ.Π.Α.Ε.
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

		1	2	3	4	5
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			X		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.1; The learning objectives and outcomes are not described in detail. See comments above.

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		X			
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study. N/A					
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	

1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				X	
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span. N/A (No information)					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1; See comments above on the limited number of staff.
1.3.5; See comments above on the limited number of staff.
1.3.9; See comments above on the limited number of staff.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS							
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. 2.1.1; See comments above on learning objectives and outcomes.							
2.2	**Structure and Content of the Program of Study**	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			X		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student				X	

		1	2	3	4	5
	either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.	X				
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.1; See comments above on learning objectives and outcomes.

2.2.4; See comments above on learning objectives and outcomes.

2.2.7; Narrow focus and not detailed content.

2.2.8; Narrow focus and not detailed content.

2.3	**Quality Assurance of the Program of Study**	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for				X	

	2.3.2.1	the members of the academic personnel				X	
	2.3.2.2	the members of the administrative personnel				X	
	2.3.2.3	the students.				X	
2.3.3		The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X		
2.3.4		The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.3; The quality assurance plan at the university level is in process.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:				X	
	2.4.5.1 The provisions regarding unit credits				X	
	2.4.5.2 The expected learning outcomes			X		
	2.4.5.3 The methodology				X	
	2.4.5.4 Course descriptions			X		
	2.4.5.5 The program's structure				X	
	2.4.5.6 The admission requirements					X

		1	2	3	4	5
2.4.5.7	The format and the procedures for student assessment				X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				X	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.5.2; See comments above on the learning objectives and outcomes.

2.4.5.4; See comments above on the learning objectives and outcomes.

2.4.8; There is a process at the university level to formalize the credit system.

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			X		
2.5.2	The program attracts Visiting professors of recognized academic standing.			X		
2.5.3	Students participate in exchange programs.			X		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.1; After the termination of the collaboration of the CII with Harvard University more international collaboration is needed.

2.5.2; More efforts should be devoted to attract visiting professors from Europe.

2.5.3; Despite the short duration of the master program efforts should be made to participate in EU exchange programs like Erasmus.

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

2.5.4; The program must be broadened.						
2.6	**Connection with the labor market and the society**	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			X		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.		X			
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.6.1; The past programs were mainly focused on research and the new MPH should be more applied.

2.6.2; The small number of expected students challenges the sustainability.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING							
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	
3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				X	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework. N/A (No information)					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				X	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3.1; Due to the small number of expected students the income could be considered limited.

The following criterion applies additionally for distance learning programs of study.

NOT APPLICABLE

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	√
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	√
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	N/A

ΔΙ.Π.Α.Ε.
DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

The following criterion applies additionally for doctoral programs of study.

NOT APPLICABLE

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

See our summary of recommendations.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Hadjichristodoulou Christos	
Tzaphlidou Margarita	
Kraemer Alexander	
Andreas Matthaiou	

Date: 29 October, 2017