

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: European University of Cyprus

**Program of Study: Infectious Diseases:
Prevention and Control (Master of Science)**

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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
Debbie Carrick-Sen	Prof.	University of Birmingham
Heiko Herwald	Prof.	Lund University
Christoph Steininger	Prof.	Medical University of Vienna
Panayiota Konstantinou	Student Nurse	University of Limasol, 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.
 - Program application form
 - CVs
 - Description of modules
 - Guide to master thesis
 - The EUC library
 - Facilities (Housing, informatics, teaching, lab, simulation, library)
 - Copies of presentations
 - Academic registration process
 - Tuition fees

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.

The discussion was very constructive, open and solution oriented. All key leaders were present and supportive. The program is located within an important niche which may be filled with an excellent program taught by excellent teachers.

We missed however for completeness the following documents

- Short CV (max 2 pages) should be included in a standardized format
- Research activities should be described in more detailed
- Information about quality insurance procedures would be helpful in further application
- Copy of school and university strategies to check for alignment with program
- Details of student assignment, submission, and feedback

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The program is important, comprehensive and is located within an important niche. The program is organized in a logical flow and addresses the present and future needs in this field of medicine. The discussion was very fruitful and constructive. The program focusses on teaching and rightfully – this aim is within the available expertise and may be implemented complying with high quality standards. The teaching personnel comprises a relatively small team and accordingly represent a limited range of knowledge. Consideration should be given to the recruitment of additional teaching personnel as the program grows – at least at lecture level and ideally at higher level with existing teaching and optionally research experience on profile.

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 program is excellent overall. The only concern is the practical research related training, which should come earlier. The program builds from novice to expert. The content is well-designed and comprehensive. Reasonable quality insurance was given. The identified lead seems passionate and well-qualified to lead the program. Supportive senior level was obvious during the assessment and all levels of higher decision makers were involved in the assessment. The international dimension is very strong.

Nevertheless, there are some gaps in the program including ethics, gender, biomarkers, bioinformatics, and hygiene. These points could be easily incorporated into the existing modules. We believe that confirming the market for employability is advisable.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The planned strategy over the past five year has been on teaching. Well-equipped research facilities have been established for teaching purposes. In addition, research laboratories and work places for research purposes are in the process of being established. With the development of the masters studies a research informed teaching approach needs consideration at a minimum. In addition, there should be a clear distinction between learning and research labs and work places. That should be in place if the research activity shall grow. On the hand, we recommend to not pursue establishing a PhD program because of the major investment into research capabilities required.

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

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

Evidence of a high level supportive and effective administrative system in place. Infrastructure is modern and excellent environment. Expansion housing for staff and students is underway. Support for learning local language is in place. The currently planned tuition fees seem low in comparison to similar programs, which boils down to limited resources available through this source and increase the dependence on additional financial sources. Although understandably at this stage, it may be considered raising fees at a later stage of establishing the program.

5. DISTANCE LEARNING PROGRAMS

No distance learning programs proposed

6. DOCTORAL PROGRAMS OF STUDY

No doctoral programs proposed and not recommended because of missing research capabilities and resources for competitive activities

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

An excellent, comprehensive program in a medical niche has been developed that meets an urgent need. The committee recommend the following minor changes:

- Inclusion of the topics
 - GDPR
 - Biomarkers
 - Bioinformatics
 - Ethics
 - Hygiene
 - Gender
- Research methods module should be moved to the first year of the program and academic supervision commences at this point
- The “presentation” component of the thesis committee includes a defense of the master thesis – this should be defined more explicitly as it justifies the weighing of this evaluation for the overall assessment
- Consider and clarify development of an external advisory board to include local industry

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.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: ...European University of Cyprus.....

Program of Study: **Infectious Diseases: Prevention and Control (Master of Science)**

Duration of the Program of Study: ...18 Months.

Evaluation Date:...03-May-2018 ...

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

NAME	TITLE	UNIVERSITY / INSTITUTION
Debbie Carrick-Sen	Prof.	University of Birmingham
Heiko Herwald	Prof.	Lund University
Christoph Steininger	Prof.	Medical University of Vienna
Panayiota Konstantinou	Student Nurse	University of Limasol, Cyprus

Date and Time of the On-Site Visit: ...03-May-2018.....

Duration of the On-Site Visit:9-16 hrs.....

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:					
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:					
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
1.1.4.5	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					X

	academic performance are effective.					
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.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.1.4.2 The library has a decent stock of literature including access to scientific journals, although key literature is still missing (BMJ will be included soon)</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. 5-30</p> <p>β) the countries of origin of the majority of students. 50% of students from Cyprus and 50% would be from abroad (Europe)</p> <p>γ) the maximum planned number of students per class-section. 30</p>						
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
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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.3. The small groups size lets us expect that this will be excellent</p> <p>1.2.7 The main shortcoming is the underequipped library and limited access to scientific journals (BMJ will become available only recently)</p>						
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:					
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.				X	

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.				X	
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 The number and qualification of the academic personnel is sufficient for most parts of the curriculum. For periods of preparing master studies with higher time requirements available academic personnel may be to few

1.3.2 We would suggest to include more expertise in hygiene, biomarkers, ethics, and bioinformatics. These topics are covered in the program but should be stressed more. Scientific output was in line with the recent establishment of the group and the lack of PhD students. It may considered whether aiming at high ranking journals is feasible and advisable in view of the strong teaching focus of this program.

1.3.9 This is not the mission of the program – should not be changed as not required for a successful implementation of the program

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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.1 Employability of 74% overall seems not very impressive. We advice to define more specifically possible future areas of employment and align these fields with small adaptation of the focus of the program. This may be also helpful for advertising of the program to the outside.</p> <p>2.1.4 see 1.3.2</p> <p>2.1.6 It is crucial that the research methods modul is moved to year one which gives also more time to develop scientific competence until the end of the program and select your supervisor for the master thesis.</p>						

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 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.					X
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.3. see 2.1.6</p> <p>2.2.8 see 1.3.2</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study</p>						

simultaneously in the programs of your institution.

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					
	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.

2.4	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-				X	

	academic interventions.						
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:						
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
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for courses and the number of credits for practical training - In which semester does practical training takes place? <p>NA</p> <ul style="list-style-type: none"> - Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification <p>NA</p>							

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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.5.1 It is not entirely clear how these collaborations will be established including visiting scholars from other academic institutions, ECDC, field studies for master thesis etc.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p> <p>There are no directly comparable programs</p>						
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.6.1 & 2.6.2 we recommend doing a market analysis for this question</p>						

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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.1 & 3.1.2 There is a lack of research capacity building including essential infrastructure and expertise. We do not recommend focusing on building up this capacity for this program as the focus is and should remain on teaching.</p> <p>Nevertheless, academic personnel should be aware of contemporary research developments</p>						

3.1.3 Research labs are in the process of being completed, which will be essential for research within the scope of the program

3.1.5 We don't recommend to build up this capacity. We are also skeptical concerning establishing a PhD program in the future as this would require a major leap and commitment

3.1.7 There seems to be a lack of implementation policy to establish collaborations with external funding sources like pharmaceutical industry

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.					X

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. Limited currently due to low tuition fees and presumably high infrastructure

costs (development of research capabilities)

4.3.4 Tuition and fees are much lower than in comparable institutions but this may be a strategy to attract students at the beginning of the program

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

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.	N/A				
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.	N/A				
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.	N/A				
5.4	Student performance monitoring mechanisms are satisfactory.	N/A				
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.	N/A				
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.	N/A				
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.	N/A				
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated	N/A				

	regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.	N/A				
5.10	The supporting infrastructures are easily accessible.	N/A				
5.11	Students are informed and trained with regards to the available educational infrastructure.	N/A				
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.	N/A				
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	N/A				
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.	N/A				
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.	N/A				
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%.	N/A				

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

NA – no distance learning

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.	

<p>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.</p>	
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The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.	N/A				
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.	N/A				
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.	N/A				
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A				
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.	N/A				
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.	N/A				
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	N/A				

	students of the program.				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p> <p>NA – no doctoral program implicated so far</p>					

<p>FINAL REMARKS – SUGGESTIONS</p> <p>Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.</p> <p>The EEC felt that the proposed programme addresses an important medical niche that is currently underrepresented at many European Universities. Apart from some minor suggestions for changes as mentioned above, the different teaching courses cover all important topics relevant to the curriculum of the programme. Thus, the EEC was impressed by the environment, leadership, competences of the consortium.</p>

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

Name:	Signature:
Debbie Carrick-Sen	
Heiko Herwald	
Christoph Steininger	
Panayiota Konstantinou	

Date: May 6, 2018