

Doc. 300.1.3

Date:

Feedback Report from EEC Experts

- **Higher Education Institution:**

European University Cyprus

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

In Greek: «Δημόσια Υγεία», 180 ECTS, 3 χρόνια,
(Διδακτορικό)

In English: “Public Health”, 180 ECTS, 3 years,
(Doctor of Philosophy)

- **Language of instruction:** Greek & English

- **Programme’s status**

- **New program:**

- **Currently operating:**

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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Roza Adany	Head of the Public Health Research Institute	University of Debrecen, Hungary
Prof. Alex Burdorf	Head Department of Public Health	Erasmus University of Rotterdam, The Netherlands
Prof. Edouard Battegay	Head Department of Internal Medicine	University of Zurich, University Hospital Zurich, Switzerland
Eleni Xenophontos	Medical Student	University of Cyprus, Cyprus

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.3.1/1) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1. Study programme and study programme's design and development

Comments by the EEC:

Findings

The website gives information only for the existing PhD training in Greek (although the language of the website is English). No information is given on the development of the interdepartmental programme.

Some of the students involved in the programme are (and supposingly will be) part time students, so the ECTS calculations cannot be in full accordance with the current way of credit calculation.

Response by EUC:

- 1. Information about the existing Ph.D. programme is now available on the EUC website on the webpage of both Schools in both English and Greek, accordingly. The following links direct visitors to the Department of Health Science's webpage (<https://euc.ac.cy/en/academics/schools-departments/school-of-sciences/> and <https://euc.ac.cy/el/academics/schools-departments/school-of-sciences/>) and these links to the Department of Medicine webpage (<https://euc.ac.cy/en/academics/schools-departments/school-of-medicine/> and <https://euc.ac.cy/el/academics/schools-departments/school-of-medicine/>)**
- 2. As to the second recommendation above, it is noted that both Schools accept applications for both full-time and part-time Ph.D. study. The ability to complete doctoral studies, on a part-time basis is very common, not only across other doctoral programs at European University Cyprus, but also locally, given that most Ph.D. students are mature students who are often also full-time professionals. In case a registered Ph.D. student decides to follow the full-time mode of study s/he will need to successfully complete the three core courses accounting for 30 ECTS in her/his first semester of study; and then, similarly, the full 30 ECTS per semester load as presented in the Program's Curriculum (please see Attachment 1). The Program's Curriculum responds to the full-time path Ph.D. study. The earliest this Ph.D. student may complete her/his studies is in three years. In case a registered Ph.D. student applies for the part-time mode of study, s/he will be required to register for a course load including at least one of the core courses (i.e. 10 ECTS) or two (i.e. 20 ECTS). This student will be credited with a lower ECTS course load per semester and may extend her/his Ph.D. studies up to six years.**

Areas of improvement and recommendations for PhD in Public Health:

Concerning the learning programme certain crucial elements of modern public health methodology are not visible in the documentation. The subject of epidemiology, as a basic methodology of public health, is not properly addressed. The description of the advanced research methodology course is very superficial, not detailed information about the public health methodology including study designs. In addition, basic and fundamental sub-disciplines of public health are not fully represented in the documentation. There is no adequate discrimination between medical and health sciences issues relevant for public health.

The schools are encouraged to improve the content of the curriculum by inserting modern public health methodology (ecological study design, multilevel models), statistics (for

example Bayesian methods, repeated measurements, big data analytics, etc.), creating, handling and validating databases, respecting data protection, reflecting emerging topics regarding global health aspects, etc.

Response by EUC:

We thank the EEC for these important recommendations, which we have attempted to take into account effectively, as indicated below:

- 1. The course “PHE 700, Advance Research Methodology” syllabus (please see Attachment 2) was re-written so that it now emphasises, not only traditional research methods, but also modern research methodologies that are applied in public health research. Thus, while the fundamental methods in qualitative (e.g. participant observation, in-depth qualitative interviewing, etc.), quantitative (observational and interventional designs) and mixed-method studies are now presented in more relevant detail, the revised syllabus now includes additional methodologies specific for public health research. These include public health surveillance, methods of outbreak investigation, health policy research, as well as geographical information systems. We firmly believe that the inclusion of the EEC’s recommendation has greatly enhanced the quality and relevance of this course.***
- 2. In light of the EEC’s suggestion, the course originally entitled “Advanced Biostatistics”, has now been renamed: “PHE 705, Advance Methods in Epidemiology and Biostatistics” (please see Attachment 3). The aim of the new title of the course is to underscore that the subject of epidemiology is now thoroughly addressed. The revised syllabus now includes analyses of the fundamental statistical methods and how they inter-relate with analytical epidemiological study designs, rather than the various statistical methods as separate topics, as in the original syllabus. In addition, the revised course syllabus includes essential elements of epidemiology, such as threats to the validity of study design (e.g. bias, misclassification, confounding, and effect modification), problems of exposure and disease definitions, time-dependent effects, causal inference, and predicting outcomes. These constructs are now examined together with the application of basic epidemiologic measures (e.g. measures of disease occurrence and measures of association) that are used to describe the health status of a population. The revised syllabus also includes other advanced statistical methods, such as multilevel and longitudinal models, Bayesian hierarchical models, as well as modern and advanced statistical methods applied in Public Health studies, such as Bayesian spatial models with Geographic Information Systems, Generalized Additive Models, Interrupted Time Series Regression, Latent Factor Models and big data analytics. We believe that our revised syllabus and course content, now better incorporates modern public health methodology, as suggested by the EEC.***
- 3. In an effort to further enhance the scholarly interaction amongst faculty and graduate students, as well as to mentor students in reading, discussing and analysing current public health research, we have now introduced in all three core courses (i.e. “PHE 700, Advance Research Methodology”, “PHE 705, Advance Methods in Epidemiology and Biostatistics” and “PHE 710, Applied Research Skills and PhD Dissertation Preparation”-please see Attachments 2,3,4), both seminars and journal clubs. We believe that these additions will further facilitate learning and***

promote critical appraisal skills, collaboration, and creativity in research and doctoral education.

EEC's final recommendations and comments

The European University Cyprus has responded well to our observations. Our main concern was whether the educational programme contained enough topics and methods that are essential for public health research, and that differentiates public health research from for example clinical epidemiology and clinical research. We notice with satisfaction that specific public health issues are now addressed in the curriculum, such as screening, health surveillance, and infectious disease outbreak investigation and management (a topical issue right now!). We also note that specific study designs and methodology, such as multilevel analysis and geographical information systems (as an example of an ecological study design), now have a place in the curriculum. As time allocation and subject leaders to specific topics are not presented, we encourage to allocate sufficient time and adequate trainers to these new curriculum elements.

Our recommendation is that the planned study programme has been revised sufficiently with more focus on public health research, but that the proper implementation of the improved training programme should be demonstrated.

2. Teaching, learning and student assessment

Comments by EEC:

Areas of improvement and recommendations:

Considering the fact that students are frequently part-time ones introducing certain e-learning modules into the curriculum might be useful.

Response by EUC:

We would like to thank the EEC for this valuable suggestion. We agree with the EEC that the introduction of e-learning modules into the program's curriculum could provide useful continuous professional development opportunities for all of our Ph.D. students, including part-time doctoral students. As such, we now include in our revised curriculum the requirement that each doctoral student must attend at least five e-learning courses, as well as webinars across the duration of their studies. These courses and webinars will not carry ECTS. Rather, students will be asked to complete and submit a certificate of completion or certificate of attendance as proof of attendance/participation. The specific choice of e-learning modules will be based on to the student's Ph.D. topic and will be decided in consultation with their Ph.D. supervisor. Some examples of e-learning courses that students may attend are the following:

1. EUC Webinars in Public Health

2. Other publically available webinars, such as:

- ***“Health Resources & Services Administration HRSA-CDC Webinar Series: Preventive Medicine and Public Health Issues”.* This webinar series highlights HRSA and Centers for Disease Control and Prevention (CDC) strategies to integrate public health into primary health care at the national level. <https://bhw.hrsa.gov/grants/technicalassistance/webinarseries>**
- ***“Strong Evidence-base for Embracing CHWs into the Public Health and Healthcare Workforce”.* This activity is intended for physicians, physician assistants, nurse practitioners, nurses, dietitians, pharmacists, certified diabetes educators and other interprofessional health care professionals. At the end of this activity, the attendees should be able to:**
 - ***Summarize the Community Preventive Services Task Force (CPSTF) recommendations for interventions engaging community health workers can be used to improve health outcomes and prevent disease and increase health equity;***
 - ***Explain the roles and competencies that CHWs can play in diabetes management and type 2 diabetes prevention;***
 - ***Discuss action steps that webinar participants can take to capture the contributions of CHWs in their individual settings***
<https://ada.healthmonix.com/allcourses/home/details/4446>
- ***“Cardiovascular Disease Risk Reduction in Type 2 Diabetes”.* At the end of this activity, the participants should be able to:**

- **Estimate the risk of atherosclerotic cardiovascular disease (ASCVD) for a person with diabetes based on current guidelines;**
- **Discuss the clinical importance of diabetes-specific risk enhancers for cardiovascular disease (CVD);**
- **Identify appropriate blood pressure and cholesterol management goals for a person with diabetes;**
- **Design an appropriate drug therapy plan to reduce ASCVD risk for a person with diabetes**
<https://ada.healthmonix.com/allcourses/home/details/4445>
- **“WHO eLearning resources for health workforce training”. This provides training on:**
 - **e-Learning Resources;**
 - **Basic course on Evidence Based Medicine (EBM);**
 - **Injury and Violence Prevention - TEACH-VIP E-Learning;**
 - **e-Pharmaceutical Cold Chain management course - An authentic eLearning course on pharmaceutical cold chain management;**
 - **Maternal and Child Health - An eLearning training tool for the training of health workers in the Integrated Management of Pregnancy and Childbirth;**
 - **Vaccine Safety Basic - WHO eLearning course on Vaccine Safety Basics;**
 - **Vaccination Policy - ProVac eLearning courses;**
 - **International Health Regulation;**
 - **Securing global health: Fourth IHR implementation course;**
 - **Securing global health - IHR implementation course;**
 - **Biostatistics: New CD-ROM for self-learning;**
 - **Cervical Cancer Prevention - Cervical cancer prevention international programme;**
 - **Gender and Humanitarian Action - Gender e-Learning course helps try deliver equal health care to women, children and men;**
 - **Management of Rape Survivors - Clinical management of rape survivors**
<https://www.who.int/healthacademy/media/eLearning/en/index1.html>
- **“Postgraduate Course in Atherosclerosis and Related Diseases (webinars 2020)”**
<https://www.atherosclerosis.gr/postgraduate-course-in-atherosclerosis-and-related-diseases-webinars-2020/>
- **“ECDC Public Health Training: E-learning courses and training materials 2019”**
<https://www.ecdc.europa.eu/sites/default/files/documents/continuous-professional-development-training-activities-e-learning.pdf>
- **“Measuring and Valuing Health” (School of Health and Related Research at the University of Sheffield): On this course, attendees will learn how health outcome measures can help us to make more informed decisions about where to spend our limited healthcare budgets.**
<https://www.futurelearn.com/courses/valuing-health>
- **“Health Technology Assessment: Choosing which treatments get funded (School of Health and Related Research at the University of Sheffield): This**

course explores how Health Technology Assessment (HTA) informs decisions about whether we should have access to certain treatments.

EEC's final recommendations and comments

It is good to notice that the educational curriculum will be improved by incorporating webinars and e-lectures. In reference to the previous section, we encourage EUC to specifically select e-lectures that will enhance skills and expertise in public health topics and methods. In line with this, we encourage EUC to organize webinars with professionals, experts outside their own staff in order to expose students to the large variety of issues in public health.

Our recommendation is that the learning methods are now a reasonably mix of traditional face-to-face teaching and e-learning, making the teaching programme more state-of-the-art.

3. Teaching Staff

Comments by the EEC:

Findings:

The majority of the staff in the Faculty of Medicine does not really represent multidisciplinary public health. Almost none of them had formal training in public health, although some of them have very impressive scientific record in other disciplines. From the academic point of view they are well equipped for supervising PhD students, but the main concern on the quality of public health training remains.

One of the program coordinators does not have relevant track records in research, while the other coordinator has no experience in supervising PhD students (his PhD degree was obtained in 2017). Discerning the administrative tasks of coordination versus academic leadership needs to be reconsidered. The current appointment of one of the coordinator(s) without a dedicated track records in Public Health or science is suggested to be administrative. There is a lack of academic leadership at the senior level in Public Health.

Response by EUC:

We are in full agreement with the EEC's observations, and confirm our own understanding as to the need for additional recruitment of staff, as well as the need to enhance the academic leadership at the senior level in Public Health. Both Schools acknowledge the need for more faculty members in the field of public health, especially at the senior level. As such, both Schools have advertised two full-time academic positions to fill this gap and address the recommendations of the EEC. More specifically, the School of Medicine, Department of Medicine has advertised the recruitment of qualified academics at senior academic rank in the discipline of Primary Care/General Practitioner with a deadline of submission on the 28th of February 2020 (please see more details in the advertisement of the vacancy on the EUC Website- Attachment 5). The Department has already received a number of candidates and is currently preparing to send out the invitations for an interview to shortlisted candidates. In addition, the School of Sciences, Department of Health Sciences has advertised the recruitment of qualified academics at senior academic rank in the discipline of Public Health with a deadline of submission on the 30th of April 2020 (please find more details in the link of the announcement of the vacancy on the EUC Website here <https://euc.ac.cy/en/school-of-sciences-department-of-health-sciences/> as well as in a national electronic career newsletter <https://kariera.com.cy/jobs/full-time-teaching-personnel-school-of-sciences-health-sciences-eyropaiko-panepistimio-kyproy/>, and in EURAXESS <https://euraxess.ec.europa.eu/jobs/509691>. Please also see the advertisement of the vacancy in the largest national printed newsletter 'Philelepheros' on its Sunday edition on 5.4.2020 in Attachment 6).

Areas of improvement and recommendations for PhD in Public Health

Upgrading training for faculty members in the field of public health sub-fields is strongly recommended (see programs of different public health training institutions).

Publication activities in the field of public health should be significantly improved especially in case of staff members from the School of Medicine.

A research agenda with focus on public health topics should be established in collaboration of the two Schools.

Inviting visiting professors from leading European institutions to cover fields missing is strongly suggested. Internationally recognized academic leaders in Public Health should be recruited to the programme.

Response by EUC:

We thank the EEC for these helpful recommendations. In addressing these:

- 1. To enhance faculty development in Public Health, both Departments are incorporating suggested short courses from established Public Health Programs (e.g. London School of Hygiene and Tropical Medicine, Erasmus University Rotterdam, Imperial college of London, European Center for Disease Prevention and Control (ECDC) Virtual Academy, etc.). The aim is to transform and scale up public health training in various subfields of interest and relevance to our faculty, as part of a structured continuous professional development programme. For example, the ECDC provides support for training specialist for epidemiological surveillance, define health measure to control disease outbreaks, etc., as part of its mandate for public health training. Faculty members who are interested in infectious disease outbreaks, are encouraged to pursue these programs, while others participate as educators in these programs.***
- 2. As noted above, both Departments are currently actively recruiting two qualified academics in Public Health and Primary Care/General Practitioner. The inclusion of new expertise, in addition to faculty development, as described above, is aimed at enhancing the research output with relevant publications in public health and public health sub-fields. Additionally, the Senate of the European University Cyprus in a recent mandate, has asked active recruitment of new academic staff with a strong research record in their respective fields. As the vacancy proclamation notes (please see quote in the announcement of the two vacancies in Attachment 5 and link <https://euc.ac.cy/en/school-of-sciences-department-of-health-sciences/>): “European University Cyprus encourages applications from candidates with a strong research record [...]. Successful candidates can benefit from a significant reduction in their teaching load from the first year of their employment. The reduction in teaching load will depend on the quantity and the quality of Scopus publications they (co-)authored in the last five (5) years”. We believe that initiatives such as these, will augment our effort. It is noteworthy that successful candidates can benefit from a significant reduction in their teaching load from the first year of their employment. The final selection through normal procedures of the two new faculty members for each Department will be made available upon completion. We firmly believe that the addition of the two new faculty members will not only enhance the research and publications in public health, but also will help further focus the research agenda of both Departments in topics relevant to public health, as well as augment the variety and relevance of public health-related PhD topics.***
- 3. We completely agree with EEC’s suggestion to invite renowned Visiting Scholars in Public Health to participate in our program. Currently, both departments are sending out invitations for Visiting Professors and/or Adjunct Professors to***

experts in the Hellenic National School of Public Health, National and Kapodistrian University of Athens and at faculty members whose schools belong to the Association of School of Public Health in the European Region (please see Letters of Invitation in Attachment 7). Both Departments are fully aligned in this effort to augment the quality of our Program in accordance to the EEC's suggestions, by inviting scholars to cover areas and sub-disciplines in Public Health.

EEC's final recommendations and comments

The EEC is satisfied that both recommendations with regard to staff training and new personnel have been implemented promptly with new recruitment initiatives. The initiative to launch opportunities for a visiting professorship from ASPHER schools is a smart move, as it will facilitate better alignment with teaching and research in public health across Europe.

The EEC recommendation is that EUC has adjusted its policy with regard to teaching staff well, thereby strengthening quality of public health teaching and research. We are assured that these initiatives will make the programme compliant with international standards set by ASPHER.

4. Students

Findings by EEC:

The admission requirement (see page 7 of the Internal Evaluation) “In case that a candidate is a holder of only a Bachelor’s degree, he/she has to attend first, master level courses of 60 ECTS (e.g. six courses). With the successful completion of those courses, the student will qualify to attend and complete the PhD program 240 (60+180=240)” is not in harmony neither with the Bologna process nor international practice.

Response by EUC:

We totally agree with the EEC’s recommendation. The specific admission requirement has been modified, so that only postgraduate degree holders and/or applicants with extended relevant formal education (e.g. Medical Degree (M.D.) may apply to the Ph.D. Programme in Public Health. The admissions criteria to the Program has thus been altered to read as follows:

- 1. The applicant to the programme Ph.D. in Public Health must have a Master’s degree in an area of Health Sciences or related fields and/or extended relevant formal education, e.g. Medical Degree (M.D.)***
- 2. The applicant must have a strong academic record with a weighted average grade in the Master’s (or equivalent education) of B or higher, in accordance with EUC’s grading system.***
- 3. The Ph.D. academic committee assesses each applicant on the basis of their academic record, other relevant qualifications, as well as their statement of research interests and description of possible areas of research. Subsequently, the Committee invites short-listed candidates to an interview.***
- 4. The Ph.D. academic committee, after examining the content/discipline of the applicants’ previous academic studies, reserves the right to request from any applicant accepted to the program to take specified postgraduate courses and/or pass specified appraisals prior to admission.***
- 5. The applicants must demonstrate excellent knowledge of the language in which the programme will be carried out, and a very good knowledge of a second language according to criteria set by the Ministry of Education and Culture.***
- 6. In exceptional circumstances, the School may consider transfer applications from similar programs at other Universities.***

Areas of improvement and recommendations

To raise admission requirements to international standards, i.e., only students with master degree or corresponding extent of formal education (e.g. MDs) may enter into the PhD training, is highly suggested.

Response by EUC:

In agreement with the EEC's suggestion and as noted above, the admission requirements have now been modified so that only postgraduate degree holders and/or applicants with extended relevant formal education (e.g. Medical Degree (M.D.) may apply to the Ph.D. Programme in Public Health.

EEC's final recommendations and comments

The EEC notices with satisfaction that the eligibility criteria are now in line with international standards.

5. Resources

Areas of improvement and recommendations

Further strengthen the communication/collaboration with other PhD programs.

Enter into European public health organizations (as ASPHER, EUPHA).

Response by EUC:

We thank the EEC for this valuable suggestion, as we fully agree with the importance of the collaboration of our Ph.D. program in Public Health with other Ph.D. Programmes. Please note that our Ph.D. programme in Public Health has been a full member of ASPHER organization since August 2019 (please see Attachment 8). Given the emphasis placed by the EEC on further enhancing such collaborations, the program has now applied to additional public health organizations, such as EUPHA and ISPOR (please see applications in Attachment 9). Ultimately, the aim is to further strengthen our collaborative networks, as suggested.

EEC's final recommendations and comments

The EEC is satisfied with these initiatives and values the resources as in line with international requirements.

Additional for doctoral programmes

Findings by EEC:

The programme is focused on compulsory courses, no activities supporting continuing and education during the entire PhD trajectory can be found, eg summer schools, seminars, etc..

GDPR considerations seem to be missing in some cases.

Response by EUC:

We thank the EEC for the valuable suggestions. In addressing these, please note the following:

- 1. As indicated in Section 2 of the report, the revised curriculum of the programme, which is based on the recommendations of the EEC, will now include the requirement that students attend at least five e-learning courses, as well as webinars across the duration of their studies. The specific choice of e-learning modules will be based on to the student's Ph.D. topic and will be decided in consultation with their Ph.D. supervisor.**
- 2. In addition, as described above, an effort to further enhance the scholarly interaction amongst faculty and graduate students, as well as to mentor students in reading, discussing and analysing current public health research, we have now introduced both seminars and journal clubs. We believe that these additions will further facilitate learning and promote critical appraisal skills, collaboration, and creativity in research and doctoral education.**
- 3. Similarly, as noted above, to enhance faculty development in Public Health, both Departments are incorporating suggested short courses from established Public Health Programs (e.g. London School of Hygiene and Tropical Medicine, Erasmus University Rotterdam, Imperial college of London, European Center for Disease Prevention and Control (ECDC) Virtual Academy, etc.). The aim is to transform and scale up public health training in various subfields of interest and relevance to our faculty, as part of a structured continuous professional development programme. For example, the ECDC provides support for training specialist for epidemiological surveillance, define health measure to control disease outbreaks, etc., as part of its mandate for public health training. Faculty members who are interested in infectious disease outbreaks, are encouraged to pursue these programs, while others participate as educators in these programs.**
- 4. Finally, as to the GDPR consideration raised by the EEC, GDPR training has been provided to all academic and administrative personnel of the two Schools and it is updated when necessary. In addition, it is clarified that, in accordance to the national law, all Ph.D. research protocols require approval by the Cyprus National Bioethics Committee before any data collection and management processes are able to be initiated.**

Areas of improvement and recommendations

Activities to support continuing and upgrading education as well as to further strengthen professional communication between students should be introduced (as journal clubs, thematic events, seminars, etc).

Publications in peer-reviewed international journals of reasonable quality in the field of public health should be a basic requirement.

Ethical issues and privacy regulations in collecting and managing data should be strongly considered.

Response by EUC:

We thank the EEC for these helpful recommendations. In accordance to these, please note the following:

- 1. Each Ph.D. student is required to publish at least two articles/papers in peer-reviewed international journals (or a publication and an abstract presentation in peer-reviewed conference). This is a basic requirement before s/he can present her/his Ph.D. dissertation.***
- 2. As noted above, all three revised syllabi of the programme's curriculum now include Journal Clubs. These have been added as additional sources to accelerate learning and to promote critical appraisal skills, collaboration, and creativity amongst the program's Ph.D. students.***
- 3. With regards to the last recommendation, the University's Research Policy (see Attachment 10, pages 5-8) aims to provide a framework that allows academics and researchers of the University to contribute towards its mission to "develop a pioneering and innovative research infrastructure with the objective of generating new knowledge". Additionally, this is to be achieved in ways in which ethical issues and privacy regulations in collecting and managing data are appropriately safeguarded and strongly considered. Generally, the policy makes provisions for the following:***
 - Policy for Ethics and Bioethics***
 - Policy for Intellectual Property Rights***
 - A framework for the establishment of Research Centers and Laboratories***
 - Rules governing External Research Programs***
 - Provisions for the establishment of a research fund***
 - Rules governing Internal Research Awards***
 - Procedures for the award of Teaching Hours Reductions to faculty on the basis of participation in projects, authoring of books or by accumulation of research points***
 - Procedures for acquiring equipment purchased through external or internal research funding***
 - Procedures for research appointments and affiliations.***

It must be also noted that all Ph.D. research protocols require approval by the Cyprus National Bioethics Committee before any data collection and management process are able to be initiated, in accordance to the National Law.

EEC's final recommendations and comments

The EEC notices with satisfaction that continuing education is now embedded in the PhD programme, and that sufficient attention is devoted to privacy issues of research. We strongly recommend that a minimum of two papers in peer-reviewed international journals of good quality should be considered as fulfilment of publication requirements.

Conclusions and final remarks

Comments by the EEC:

The staff of the Schools of Medicine and Sciences have created a more developed international PhD programme in the field of public health and are ready to implement it in an attractive student- friendly environment. The teacher/student ratio is extremely favourable, and it allows to create a truly interactive and frequent supervision of PhD students/studies. The content of compulsory courses should be further developed by improving comprehensive public health methodology and addressing various required issues and contents of Public Health. The lack of a senior academic leader in Public Health should be addressed. Training materials should also be improved as to health economics and public health policy development, in order to more effectively transfer knowledge into practice. Research and consequently publication activities should focus on public health challenges and thereby support the credibility of the PhD programme.

Response by EUC:

We would like to thank the EEC for the positive feedback and its constructive recommendations.

As described above, both Departments have made a focused effort to address each and every one of the EEC's recommendations. As such, we believe that these actions enhance the quality of the re-accredited Ph.D. Programme in Public Health. By making these changes, we believe that we are now able to offer a significantly improved program of study that builds on our strengths, which as noted by the EEC includes: the Schools' readiness to implement the Program in an attractive student-friendly environment, the extremely favorable teacher-student ratio, the interactive and frequent supervision of PhD students and their studies. By following the EEC's recommendation with regards to the content of the core compulsory courses, for which we have now revised the syllabi, as noted in detail above, along with the other changes described above, such as faculty development, compulsory e-learning, invited Scholar experts in Public Health, we feel that our Public Health Program has been significantly improved.

Cognisant of the current lack of senior academic leadership in Public Health, and in accordance with the suggestion of the EEC, both Departments have opened two new full-time academic positions, as described above in this report. We firmly believe that this new faculty will significantly enhance our efforts, as well as our commitment to support focused research in public health sub-disciplines and enhance our relevant publication output.


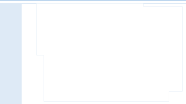
In closing, we would like to say that both Departments found the EEC's candid discussions, a constructive learning process. We all believe that this review was a positive experience and feel that we were provided with important input on how to move effectively forward. Together, both Departments thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following their review. We have attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC's

comments and suggestions, we are convinced that our Programme will be able to more effectively ensure the learning outcomes of its students. In this regard, we are grateful to the EEC for their candid discussions regarding our program, and the insightful comments and suggestions throughout their report.

EEC's final conclusions and remarks

The EEC concludes that European University of Cyprus has sufficiently responded to our recommendations and remedied important shortcomings in the programme. As such, we evaluate the programme is being in line with international standards.

C. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof Dr A. Burdorf	
Prof Dr R Adany	
Click to enter Name	
Click to enter Name	
Click to enter Name	
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