

Doc. 300.1.1/2

Date: Date.

External Evaluation Report

(E-learning programme of study)

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia, Cyprus
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** Computers Science and Engineering
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Επαγγελματική Ασφάλεια και Υγεία (18 Μήνες/90 ECTS, Μεταπτυχιακό Δίπλωμα) – Εξ Αποστάσεως

In English:

Occupational Safety and Health (18 Months/90 ECTS, E-learning)

- **Language(s) of instruction:** English and Greek
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [[L.136\(I\)/2015](#) – [L.132\(I\)/2021](#)].

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit took place on 24th May in the Senate room at the European University Cyprus. A summary of the programme of the onsite visit includes:

09:00 – 09:10

- A brief introduction of the members of the External Evaluation Committee

09:10 – 10:00

- A meeting with the Rector/Head of the Institution and/or the Vice Rector of Academic Affairs – Short presentation of the Institution and discussion
- A meeting with the members of the Internal Evaluation Committee – QA Session

Full Name

Prof. Loizos Symeou (Presenter)

Position

Vice Rector of Academic Affairs & Chair of the Committee on Internal Quality Assurance (C.I.Q.A.)

Prof. Marios Vryonides (Presenter)

Vice Rector of Research and External Affairs

Prof. Panos Papageorgis

Dean, School of Sciences

**Dr. Ioannis Michos,
Assistant Professor**

Chairperson, Department of Computer Science and Engineering

**Dr. Marina Nikiforou,
Assistant Professor**

Member of the Quality Assurance Committee,
Department of Computer Science and Engineering

10:00 – 10:20

- A meeting with the Head of the relevant department and the Coordinator(s) of the programme for a **short presentation of the School's/Department's structure**
 - Mission and strategic planning (including SWOT analysis)
 - Connecting with society
 - Development Processes – Action Plan

Full Name

**Prof. Panos Papageorgis
(Presenter)**

Position

Dean, School of Sciences

**Dr. Ioannis Michos
(Presenter)**

Chairperson, Department of Computer Science and Engineering

Prof. George Boustras

Program Coordinator

10:20 - 10:35

- *Coffee Break*

10:35 – 11:45

- A meeting with the **Head of the relevant department** and the **Coordination Committee** of the programme.
 - Discussion regarding the content and the standards of the programme of study.
 - Discussion regarding the Information for the effective management of the programme of study.
 - Discussion on the process of teaching and learning and the student-centred teaching methodology, the practical trainings and the student assessment.
 - Discussion on the Student admission, processes and criteria, progression, recognition and certification.

Full Name	Position
Dr. Ioannis Michos, Assistant Professor	Chairperson, Department of Computer Science and Engineering
Prof. Georgios Boustras (Presenter)	Program Coordinator
Dr. Christos Dimopoulos Associate Professor	Teaching Staff
Dr. Cleo Varianou Mikellidou, Lecturer	Teaching Staff
Dr. Olga Nicolaidou Scientific Collaborator	Teaching Staff

11:45 – 12:30

- A meeting with the **Heads/Coordinators** and members responsible for the E-Learning unit for a brief presentation and a Q&A Session.

Full Name	Position
Prof. Georgios Boustras (Presenter)	Program Coordinator
Dr. Paraskevi Chatzipanagiotou, Assistant Professor (Presenter)	Director of Distance Education Unit
Prof. Loucas Louca, Professor	Chair, Digitally Enhanced Learning (D.e.L.) Ad- Hoc Committee; Ex-Officio Member of the E-Learning Programs of Study Standing Committee
Dr. Yianna Danidou, Assistant Professor	Member of the School's Pedagogical Planning of E-Learning Programs of Study Standing Committee
Dr. Konstantinos Giannakou, Assistant Professor	Member of the School's Pedagogical Planning of E-Learning Programs of Study

12:30 – 13:30

- A meeting with members of the teaching staff **ONLY** on each course for all the years of study (QA session).

Full Name	Position
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Prof. Georgios Boustras	Program Coordinator
Dr. Christos Dimopoulos Associate Professor	Teaching Staff
Dr. Cleo Varianou Mikellidou, Lecturer	Teaching Staff
Dr. Olga Nicolaidou Scientific Collaborator	Teaching Staff

13:30 – 14:30

- *Lunch Break*

14:30 – 15:10

- A meeting with students and graduates **ONLY** (5 – 15 participants).

Name	Position
Mr. Ferdinand Wellington	Student in M.Sc. in OSH
Mr. Andrew Mansour (online)	Student in M.Sc. in OSH
Mr. Muhammad Imran	Student in M.Sc. in OSH
Mr. Laith Bader	Student in M.Sc. in OSH
Ms. Theodora Danou (online)	Student in M.Sc. in OSH
Mr. Michael Mavros	Graduate student – M.Sc. in OSH
Mr. Antonis Kaniklides Georgiou	Graduate student – M.Sc. in OSH
Mr. Alexandros Pavlides	Graduate student – M.Sc. in OSH

15:10 – 15:40

- A meeting with members of the administrative staff **ONLY** (QA session)

Full Name	Position
Ms. Andri Stylianou	Career Advisor
Mr. Stephanos Theodossiou	Head of Admissions
Ms. Christina Kolatsi	International Student Advisor, Department of Enrolment
Mr. Miltiades Hadjioannou	Head of IT Support
Mr. Theodoros Tzitzimbourounis	Head Librarian

15:40 – 16:25

- A meeting with External Stakeholders **ONLY** .

Full Name	Position
Mr. Evangelos Demosthenous	Managing Director, Kratis Consulting Ltd
Dr. Aristodemos Economides	Director, Department of Labour Inspection of the Republic of Cyprus

16:25 – 17:25

- A visit to the premises of the institution (amongst computer labs, teaching rooms, research facilities)

Full Name

Prof. Loizos Symeou

Position

Vice Rector of Academic Affairs & Chair of the Committee on Internal Quality Assurance (C.I.Q.A.)

Prof. Panos Papageorgis

Dean, School of Sciences

Dr. Ioannis Michos

Chairperson, Department of Computer Science and Engineering

Prof. George Boustras

Program Coordinator

Dr. Christos Dimopoulos

Teaching Staff

Associate Professor

Dr. Cleo Varianou Mikellidou,

Teaching Staff

Lecturer

Dr. Olga Nicolaidou

Teaching Staff

Scientific Collaborator

17:25 – 17:40

• *Working Coffee Break*

• A meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before the Exit Discussion

17:40 – 18:10

• **Exit Discussion** with the Heads of the relevant department, the coordinators of the programme - and the Directors of Academic Quality and Compliance (questions, clarifications).

Full Name

Prof. Loizos Symeou

Position

Vice Rector of Academic Affairs & Chair of the Committee on Internal Quality Assurance (C.I.Q.A.)

Prof. Panos Papageorgis

Dean, School of Sciences

Dr. Ioannis Michos

Chairperson, Department of Computer Science and Engineering

Prof. George Boustras

Program Coordinator



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Peter Hasle (chair)	Professor	University of Southern Denmark
Karin Reinhold	Professor	Tallinn University of Technology
Enrico Cagno	Professor	Politecnico di Milano
Wilfried Admiraal	Professor	Oslo Metropolitan University
Agamemnon Andreou	Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *is a part of the strategic management of the programme*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
 - *Connects each course's aims and objectives with the programme's overall*

- *aims and objectives through mapping, aligning with the institutional strategy*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

In addition, the program has established mechanisms of transparency & communi-

ation to ensure that

- o Professional bodies validate program descriptions and outcomes.*
- o Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.*
- o External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.*
- o Industry-specific & societal information is regularly updated with expert inputs.*
- o Alumni testimonials are included for a realistic portrayal of program outcomes.*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - o key performance indicators*
 - o profile of the student population*
 - o student progression, success and drop-out rates*
 - o students' satisfaction with their programmes*
 - o learning resources and student support available*
 - o career paths of graduates*
 - o industry trend analysis.*
 - o feedback mechanisms from external partners/stakeholders*
 - o data exchanges with professional networks*
 - o employer insights concerning career readiness*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Master in Occupational Safety and Health is a new educational e-learning programme with the aim to provide qualified OSH professionals at a master level in line with the needs of the contemporary and future labour market. The programme is designed involving relevant stakeholders,

both on the side of regulatory authorities and on the side of companies and builds on extensive experience from the running on-stage OSH master programme. The present proposed programme is expected to replace the present on-site programme. The programme committee demonstrated a high commitment, documented competences and research experience on the topics addressed by the programme.

The university has a policy for quality assurance of each programme offered, based on periodical assessments, carried out regularly every five years, by the application of a detailed procedure named Programme Evaluation Review (PER). The procedure as clearly presented to the committee, involves all relevant internal stakeholders including the students representatives and clearly identifies procedures and responsibilities.

The programme has stated objectives and coherent learning outcomes, defined in written documents and in line with the four purposes of higher education of the Council of Europe. The structure of the program is clearly defined and identifies compulsory and elective courses, quantifying the required workload of students in ECTS.

For the present programme and planned for the new programme, students' opinions are collected every semester and the teaching staff of the programme carries out each semester an assessment of the programme. At yearly intervals, a formal procedure is in place for the revision and approval of the programme.

Design of course:

The committee consider reaching a master level during e-learning in 1½ year a challenging task but not impossible, but making it important to level and progression of the programme, which is in the present design not sufficiently secured. The study programme consists of nine different courses, of which five are compulsory and four are elective.

The programme is designed with an option to choose either a full master thesis of 30 ETCS or three elective courses. For choosing the three elective courses the students will not get the possibility to learn how to apply a high level of analytical skills.

Student admission is expected twice a year reflected in a course content, which is not progressing sufficiently. Each course starts from scratch with repetition of basic elements to cater for new students, but may compromise student progression. Some overlapping of topics in different courses has been observed. Some course content and assignments are not at master level.

The content of the courses extensively covers occupational safety (e.g., Safety Technology & Professional Practice, Risk Assessment & Management, Loss Prevention and Process Safety in the Oil, Gas, Petrochemical, and Chemical industries, Fire Safety Management, Critical Infrastructure Protection, and Reliability) but has less focus on occupational health. For example, the principles of chronic exposure to chemicals and their impact on health are less covered, despite being often more widespread at the labour market than incidents or major disasters.

In the course 'Safety Management & OSH Legislation', new and emerging risks are partially covered, such as teleworking, aging, digitalization, and the opportunities and challenges in OSH from the circular economy. However, more emphasis should be given to these and other emerging risks. For example, the committee observed that some important topics, such as sustainability,

which now becomes higher agenda due to the European Green Deal regulations (e.g., CSRD directive covering both environment, social and governance) and their impact on OSH, employee well-being, and the social responsibility of institutions, as well as health promotion, are not satisfactorily covered in the study programme.

The course 'Research Methods' (10 ECTS) is comprehensive and useful for students who plan to pursue an academic career and conduct scientific research in the future (including PhD studies), but it may be irrelevant to cover in such depth for majority of students who aim to be employed in a company or consulting firm as OSH professionals or work as labour inspectors.

During the interviews, stakeholders pointed out that too little emphasis has been placed on developing individuals' soft skills which would help the individuals better integrate into the professional work environment.

The application with the attached study guide and assignment oversight is in some aspects just sketching the design of the programme, especially the e-learning part is not sufficiently developed to assess, although the e-learning support seems strong.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The study programme is robust and comprehensive, covering many relevant topics crucial for future OSH professionals and gives students the necessary skills and knowledge to address diverse safety challenges in various industries. Overall well-designed programme fitted to the teaching by the highly qualified faculty inside their expertise.
- Building on years of practical experience with teaching an on-site OSH master programme.
- Utilising the strong university infrastructure in terms a quality assurance, review processes, e-learning, student support, and IT-support.
- A formalised and well defined internal procedure for quality assurance is in place, involving all the internal stakeholders, clearly identifying responsibilities and due activities.
- Faculty and staff dedicated to the programme are highly committed and show a high competence.
- Students opinions are collected every semester and short term yearly reviews are carried out by the programme committee.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Reduce uptake from two to one yearly uptake to secure progression during the three semesters.
- Develop course content and assignments to progress towards a higher level with each course drawing on the preceding course.

- Secure that all courses meet the master level of course content and assignments.
- Change the present thesis option to a short thesis project of 15-20 ETCS, which is compulsory for all. The elective course version should not be possible. The new shorter thesis should aim at solving a real life problem, argue analytically for the solution and a provide management report, but not expect a scientific level with providing new knowledge.
- Reduce the "Research Methods" course to 5 ECTS and revise the content to be more practically oriented for OSH professionals, including methods such as realist evaluation, participatory approach, intervention evaluations, and observations.
- The reduced credits for thesis and "Research Methods" will provide an additional 10–20 ECTS for more courses including topics such as health and well-being, management and organisation, sustainability and emerging risks.
- Integrate horizontally topics or activities that develop the soft skills of individuals such as communication, teamwork, facilitation, and other interpersonal skills which are crucial for OSH professionals for managing health and safety in dynamic and complex work environments.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.4 Study guides structure, content and interactive activities

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
- *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
- *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide*

should include, for each course week / module, the following:

- Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner
- Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)
- **Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)**
- Clear instructions for creating posts, discussion, and feedback
- Self-assessment exercises and self-correction guide
- Bibliographic references and suggestions for further study
- Number of assignments/papers and their topics, along with instructions and additional study material
- Synopsis
- Study guides, material and activities are appropriate for the level of the programme according to the EQF.

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*

- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From both the documents and the on-site visit it is not clear how the teaching methodology from the conventional master programme will be transferred or transformed into an e-learning programme. Assignments should be revised to be able to be used online, online tools can be used to add to the video conferencing, flipped-classroom methodology can be used so that students prepare before online classes, etc. All of this is not clear yet, but the teaching staff seems to be aware of this work to be done and there is extensive e-learning support available.

Assignments in the study guide mainly address low-level cognitive skills of the students. (remembering and understanding).

In the e-learning programme, there seems to be little relationship between students' learning activities and their professional practice. Experiences with the workplace were highly valued by the students attending the conventional programme.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Teaching staff and the implementation of the e-learning programme seem to be focused on needs and preferences of individual students.
- Students are strongly supported in their learning process and progression over time.
- Assessment structure for each course is in place (but assessment tasks and criteria are not worked out).

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Develop assignments that require higher-order cognitive skills of students such as applying, analysing, evaluating and creating skills.
- Prepare elaborated e-learning methods and materials before the programme starts including student interaction, involvement, and feedback as well as progression, also secure practical elements from real workplaces.
- Prepare e-learning methods beforehand to create a student community and engage students continuously in their learning process.

- Create a closer link to practice in students' professional practice or for students not in a job – then in other companies, identified themselves or assisted by teachers – both as part of their thesis project and during their courses.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially compliant
2.4	Study guides structure, content and interactive activities	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training*

and development.

- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Recruitment and development of teaching staff at the faculty, particularly those at the senior level, show outstanding qualifications and their professional experiences align closely with the current programme's fundamental topics (i.e. occupational safety and system safety). Each instructor holds a doctorate and actively engages in research activities pertinent to the MSc programme, supported also by external and competitive grants, and by research centres active at the university, and by the global connections, enabling visiting lecturers. All these activities end up also into a solid contribution as authors to a number of scientific papers and books. On the other side, students seem to appreciate the teaching staff in terms of content delivery and the way it is delivered (availability, promptness, and the high number of office hours).

Nonetheless, as highlighted in Assessment Area 1, as the OSH programme needs to cover some currently missing topics (e.g., health topic or sustainability perspective), the faculty may not have all the needed competences.

Moreover, the programme incorporates a relatively small cadre of instructors (3 FT + 1 PT), with a number of mandatory courses instructed by the same instructor. This gives rise to two risks: 1) the content can be too much self-contained into four professors' competencies and experiences (i.e. little external contributions); 2) the load of instructors, i.e., on the one hand, possible overload and, on the other one, possible vulnerability in case of sickness or job change.

Given for granted the remarkable capabilities of the teaching staff – as already above highlighted – and of the technical/administrative support staff (ref. to Assessment Area 5), the teaching staff has limited previous experience in e-learning programmes.

When we look at the programme's structure, an underutilisation of opportunities is apparent of: 1) cross-disciplinary cooperation among different Schools and Departments; 2) exploitation of the established international links; and 3) exploitation of the established network of professionals.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Teaching staff of exceptional calibre (i.e. competence and ability).
- Teaching staff of outstanding availability to students.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- The teaching staff appears too much constrained and focussed, which could lead to faculty overload, vulnerability and cases where a single lecturer is responsible for several compulsory courses. Furthermore, the need to include additional topics in the programme could create coverage problems. It is advisable to consider hiring additional faculty members or integrating other teaching staff (from within and outside the university, also taking advantage of PhD students and professionals) into the programme.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including*

achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

You may also consider the following questions:

- Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The evaluated master programme has an access policy, admission process and criteria which are implemented consistently and in a transparent manner. The open admission available to all the students is attractive but bear risks for the students with no prior background information about OSH.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The evaluation process and progress of a student is well established by the university's platform and tutors.
- The support that is provided to students, such as the IT support is at level with the latest technology for the students convenient.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- The involved personnel may consider an introduction basic course for the students who have no prior knowledge of or experience with OSH.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<p style="text-align: center;">Non-compliant/ Partially Compliant/Compliant</p>
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4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materi-*

als, classrooms, etc.?

- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

EUC has a well developed and established system for student support both in person and digital means.

For the e-learning programme the learning resources and more specific the literature in the study guide are mainly scientific and in many cases too specific and outdated. This target literature is preventing students from learning how to find and read scientific papers. Also, the study's guide literature and the literature listed in the application do not correspond.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The e-learning platform is very elaborated and successfully established in several other programmes.
- Accessing student's personal computer from abroad and supporting them indicates that the programme has very strong IT support.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Develop a method to secure student interactions. A possibility could be for students to form a group following each other all throughout the programme.

Please select what is appropriate for each of the following sub-areas:



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Not applicable
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Master in Occupational Safety and Health is a new educational e-learning programme with the aim to provide qualified OSH professionals at a master level in line with the needs of the contemporary and future labour market. The programme is designed involving relevant stakeholders, both on the side of regulatory authorities and on the side of companies and builds on extensive experience from the running on-stage OSH master programme. The present proposed programme is expected to replace the present on-site programme. The programme committee demonstrated a high commitment, documented competences and research experience on the topics addressed by the programme.

The university has established a policy for quality assurance. The program committee and the teaching staff demonstrate a high commitment, documented competences and research experience on the topics addressed by the program.

Teaching methods and assessment of students are adequate and meet international standards. Teaching staff is highly competent, although being limited in number. Services provided to students and facilities are adequate to support the learning process.

It is the opinion of the committee that the programme deserves to be accredited provided that the following reservations are solved. These reservations concern that the programme is yet not fully developed for e-learning, and the progression and level of teaching need to be secured.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Peter Hasle	
Karin Reinhold	
Enrico Cagno	
Wilfried Admiraal	
Agamemnon Andreou	

Date: 25 May 2024