

Doc. 300.1.3

Date: 09/09/2024

# Feedback Report from EEC Experts

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation Name (Duration, ECTS, Cycle)**

## In Greek:

Επαγγελματική Ασφάλεια και Υγεία (18 Μήνες, 90 ECTS, Μεταπτυχιακό)-Εξ Αποστάσεως

## In English:

Occupational Safety and Health (18 Months, 90 ECTS, Master of Science) – 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. External Evaluation Committee (EEC)

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



## B. Guidelines on content and structure of the report

*The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) 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

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Reduce uptake from two to one yearly uptake to secure progression during the three semesters.	EUC has a policy of two intakes per year, at the beginning of the Fall and Spring Semester. We will ensure that students are integrated in the M.Sc. in the most pedagogically sound manner. To facilitate integration of new students and help them with their progression, "basic" modules OSA600 and OSA610 will be offered in both semesters. This is evident in <b>Annex 3 Table 2.</b>	Accept. <ul style="list-style-type: none"> <li>We believe progression and integration will still be a challenge.</li> <li>We recommend to establish individual tutoring to secure (i.e. verification and intervention) progression and integration.</li> </ul>
Develop course content and assignments to progress towards a higher level with each course drawing on the preceding course.	We thank the EEC for the useful recommendation. We have therefore redesigned course content to reflect the importance of the 2 Basic Courses that constitute the basis for the rest (OSA 600 Introduction to Safety Management and Legislation & OSA 610 Risk Assessment and Management). Both courses are now prerequisites for the rest of the courses. <b>Annex 1 - Course Syllabi.</b> (changes have been highlighted in yellow)	Accept. See comment above
Secure that all courses meet the master level of course content and assignments.	<b>Annex 1 – Course Syllabi,</b> reflects the answer to this EEC useful recommendation. Syllabi have now been revised according to Blooms Taxonomy; Learning Objectives are Master Level. In addition, we have included	Accept revisions according to Bloom and the two redesigned assignments from methods course. <ul style="list-style-type: none"> <li>But there is no convincing proof of how the revision is carried through.</li> </ul>

	<p>examples of 2 assignments which demonstrate the importance of critical thinking in <b>Annex 2 – Course Assignment Examples</b>.</p>	<ul style="list-style-type: none"> <li>• Our concern is mainly related to the other courses with assignments and content too simple and below master level.</li> <li>• We recommend to secure a complete redesign with more varied perspectives on assignments.</li> </ul>
<p>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.</p>	<p>Thank you for this useful recommendation. <b>Annex 1 – Course Syllabi</b> illustrates the new form of delivery of the Research Component of the Course (page 13). In Semester 2, students will now be provided with a course in Research (with a more practical methodology) of 5 ECTS, at the same time students are enrolled in the compulsory Master Thesis course (15 ECTS) which is redesigned to provide a more practical aim. To enhance the practicality of the course, students are encouraged to undertake work related projects and to use measurement tools from the EUC safety lab if needed. In addition to that, they are encouraged to involve a practitioner as an external (second) supervisor of their project.</p> <p>Please also find in <b>Annex 4 – Structure of the Program of Study</b> the new structure of the programme demonstrating the semester breakdown based on these changes.</p>	<p>Accept.</p>
<p>Reduce the "Research Methods" course to 5 ECTS and revise the content to be more practically oriented for</p>	<p>Please see previous comment and <b>Annex 4 – Structure of the Program of Study</b> for more information.</p>	<p>Accept.</p>

<p>OSH professionals, including methods such as realist evaluation, participatory approach, intervention evaluations, and observations.</p>		
<p>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.</p>	<p>We thank the EEC for this recommendation as well. In implementing this recommendation, the M.Sc. now will be offered in a new way with the master thesis as a compulsory course (15 ECTS), as described in previous comments. <b>Annex 4 – Structure of the Program of Study</b> presents the way the M.Sc. will be offered per semester. It is noticeable that a new course (Occupational Health and Wellbeing) is now added with an emphasis on health aspects of OHS, Process and Chemical Safety focuses on the issues pertinent to the Oil &amp; Gas and Chemical industry, Project Management includes new elements on Sustainability and Introduction to Safety Management and Legislation includes new elements on Emerging Risks on OHS.</p>	<p>Accept.</p>
<p>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.</p>	<p>Thank you for your recommendation. In implementing this, now all student activities (self-graded exercises, individual coursework, group coursework, interactive exercises) include actions that promote teamwork, interpersonal skills and enhance their soft skills (e.g. communication skills, presentation skills). This is evident in all study guides.</p>	<p>Accept.</p>



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



--	--	--



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

### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>Develop assignments that require higher-order cognitive skills of students such as applying, analysing, evaluating and creating skills.</p>	<p>Thank you for your recommendation. In implementing this change, analytical, evaluation and critical thinking skills have been taken onboard, examples of 2 such exercises are presented at <b>Annex 2 – Course Assignment Examples.</b></p>	<p>Accept. See comment above.</p>
<p>Prepare elaborated e-learning methods and materials before the program starts including student interaction, involvement, and feedback as well as progression, also secure practical elements from real workplaces.</p>	<p>Thank you for your comment. (a) With regards to preparation of e-learning methods beforehand, kindly refer to <b>Annex 5 - EUC E-Learning Programs of Study: Educational Principles, Teaching Philosophy and Methodology.</b> As you may see in this document, European University Cyprus provides a holistic, fully structured methodology for setting up and maintaining e-learning activities.  (b) With regards to enhancing student involvement, it has been decided that an induction course will take place a week prior to the start of the semester. Activities will include a clear presentation of the opportunities for team work provided by Blackboard, fundamentals of the course and a course presentation, at least 2 presentations by practitioners (safety managers, policy makers from</p>	<p>Accept. The answer refers to the general principles for EUC E-learning, and we recommend to develop more specific E-learning adapted to the actual course programme.</p>

	<p>the competent authority, alumni of the course employed in the health and safety sector). During the orientation sessions for new students, emphasis will be placed on the importance of understanding the Study Guides and Student Handbook, providing guidance on how to effectively plan their studies based on the information provided.</p>	
<p>Prepare e-learning methods beforehand to create a student community and engage students continuously in their learning process.</p>	<p>Thank you for your recommendation. During the induction week and throughout the semesters, forums will be opened on the platform of the programme Blackboard Learn Ultra to promote discussion and interaction between the students in all courses.</p>	<p>Accept.</p> <ul style="list-style-type: none"> <li>The approach is reactive. Creating a community requires proactive support from teachers throughout the course with specific tasks to create the community.</li> </ul>
<p>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.</p>	<p>Thank you for your comment. This will be addressed with the introduction of more practical aspects in the Research Methods and the Master Thesis courses, including the potential involvement of a practitioner as second (external) supervisor. This way, students with no previous experience in the domain can acquire professional and practical skills.</p>	<p>Accept.</p> <ul style="list-style-type: none"> <li>Most students can probably identify a practical second supervisor themselves, but teachers should secure the students with no contacts have a second supervisor.</li> </ul>

### 3. Teaching staff (ESG 1.5)

#### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>The teaching staff appears too much constrained and focused, 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 program 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 program.</p>	<p>Thank you for your comment. All teaching staff in the course follow their contractual obligations and do not teach additional courses that could affect their workload. As a matter of fact, based on the EUC Research Policy, the 3 Faculty Members teaching on the course, teach only 2 courses per week (6 teaching hours) as they have obtained Teaching Hours Reduction, stemming from their research performance. Irrespective of the above, if the need arises the University follows standard procedures to recruit additional full time or part time academic staff. In addition, the Ph.D. in OSH has already had 9 graduates of high caliber and CERIDES – Excellence in Innovation and Technology (the EUC research center) employes junior and senior researchers that can – potentially – create a pool of applicants.</p>	<p>Accept.</p> <ul style="list-style-type: none"> <li>We recommend thinking of broadening the competence and the set of the teachers delivering courses, both to secure new courses and for students to meet more perspectives than from just a limited number of teachers.</li> </ul>

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The involved personnel may consider an introduction basic course for the students who have no prior knowledge of or experience with OSH.	Thank you for your comment. Please refer to the previous comment on the introduction of a one-week induction course as well as the comment on enhancement of professional practice (please see section 2, point 4 on page 6).	Accept.

## 5. Learning resources and student support (ESG 1.6)

### EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>Develop a method to secure student interactions. A possibility could be for students to form a group following each other all throughout the programme.</p>	<p>Thank you for your recommendation. As discussed in more detail in previous sections, Student Forums will be created for all courses. In addition to this all courses include group assignments. As stated, before an induction week will be organized before the beginning of the semester. In addition to that, "synchronous activities" will also be included, in order to provide real-time interaction with each other and the instructor.</p>	<p>Accept.</p>

## C. Conclusions and final remarks

*The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.*

### EEC's final conclusions and remarks

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>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.</p> <p>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.</p>	<p>Thank you for your comment, indeed the program is the outcome of teamwork and engagement with the relevant stakeholders.</p>	<p>----</p>
<p>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.</p>	<p>Thank you for your comment.</p>	<p>----</p>
<p>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</p>	<p>Thank you for your comment</p>	<p>----</p>



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.	Thank you for your comment, we have tried to answer your questions in this document.	We recommend the programme for accreditation and recommend the EUC use the additional recommendations provided above.



#### D. Signatures of the EEC

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

**Date:** 09/09/2024



