

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face- to-face programme of study)

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** Department of Computer Science and Engineering
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Επαγγελματική Ασφάλεια και Υγεία (3 Έτη, 180 ECTS, Διδακτορικό)
In English:
Occupational Safety and Health (3 Years, 180 ECTS, PhD)
- **Language(s) of instruction:** English
- **Programme's status:** 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. Introduction

Due to the spread of the COVID-19 pandemics, the onsite visit was substituted by virtual meetings with faculty and students. Thus, the assessment of the PhD-programme in Occupational Safety and Health (POSH) is based on the application for the accreditation dated 16.12.2019, and on digital meeting with the concerned staff of the university (see below) as well as additional information shared at a digital platform, including an evaluation review report from 2019, and copies of presentations during the digital meetings. The meetings took place on November 9th, 2020 and concerned the assessment of both the programme of interest (PhD in Occupational Safety and Health) and a Master Programme offered on a similar topic (MSc in Occupational Safety and Health).

Further, the External Evaluation Committee (EEC) has after request received information about the number of enrolled students and students who have completed the programme.

Programme for digital meeting

| | Name(s) of presenter(s): |
|--|--|
| 10:10 – 10:40 A meeting with the Vice Rector of Academic Affairs – short presentation of the Institution | Prof. Loizos Symeou Vice-Rector of Academic Affairs |
| | Dr. Panagiotis Papageorgis Associate Professor, Dean of the School of Sciences |
| | Dr. Marina Appiou-Nikiforou Assistant Professor, Chairperson of Department |
| A meeting with the members of the Internal Evaluation Committee | Dr. Pieris Chourides, Associate Professor Dr. Vasiliki Gkretsi, Assistant Professor |
| 10:40 – 10:50 A meeting with the Head of the relevant department and the programmes' Coordinator. Short presentation of the School's / Department's structure | Dr. Marina Appiou-Nikiforou Assistant Professor, Chairperson of Department |
| | Prof. George Boustras Professor, Coordinator of the Programs |
| 10:50 – 11:40 Programme 1: MSc in OSH The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development | Prof. George Boustras |
| | Prof. Andreas Efstathiades |
| | Dr. Cleo Varianou Mikellidou |
| | Dr. Chris Argyropoulos |
| | Dr. Ioannis Anyfantis |
| | Dr. Klelia Petrou |

| | |
|--|-----------------------------------|
| 11:50 – 12:40 Programme 2: PhD in OSH The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development | Prof. George Boustras |
| | Dr. Christos Dimopoulos |
| | Prof. Stavroula Leka |
| | Dr. Olga Aneziri |
| | Dr. Ioannis Anyfantis |
| 12:40 – 13:40 Lunch Break | |
| 13:40 - 14:40 A meeting with members of the teaching staff (MSc & PhD) on each course for all the years of study (QA session). <i>Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.</i> <i>Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).</i> <i>Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programmes according to the EQF. Discussion on assessment criteria, samples of final exams or other teaching material and resources.</i> | Prof. George Boustras |
| | Prof. Andreas Efstathiades |
| | Dr. Cleo Varianou Mikellidou |
| | Dr. Chris Argyropoulos |
| | Dr. Ioannis Anyfantis |
| | Dr. Klelia Petrou |
| | Dr. Christos Dimopoulos |
| | Prof. Stavroula Leka |
| | Dr. Olga Aneziri |
| 14:40 - 14:50 Coffee Break | |
| 14:50 – 15:30 A meeting with students and graduates only (5 – 15 participants). | Ms Judith Kirschner (PhD) |
| | Ms Pooja Pandey (PhD) |
| | Dr Cleo Varianou Mikellidou (PhD) |
| | Mr Benson Chizubem (PhD) |
| | Ms Nathalie Ghebara (MSc) |
| | Ms Elisavet Kagia (MSc) |
| | Ms Kalliopi Anthrakopoulou (MSc) |
| | Mr Joshua Igbelcotor (MSc) |
| Ms Eleni Markantoni, Director of the Office of | |

| | |
|--|---|
| 15:30 – 15:50 A meeting with members of the administrative staff. | Students Affairs |
| | Mr Theodoros Tzitzimbourounis, Head Librarian |
| | Ms Christina Kolatsi, Department of Enrollment |
| | Ms Flora Theodorou, School Administrator |
| | Mr Michalis Georgiou, MIS Department |
| 15:50 – 16:00 Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities). | Prof. Loizos Symeou |
| | Dr. Panagiotis Papageorgis |
| | Dr. Marina Appiou-Nikiforou |
| | Dr. George Boustras |
| 16:00 – 16:20 A meeting with the Head of the relevant department and the programmes' Coordinator - exit discussion (questions, clarifications). | Prof. Loizos Symeou |
| | Dr. Panagiotis Papageorgis |
| | Dr. Marina Appiou-Nikiforou |
| | Dr. George Boustras |
| 18:00 – 18:30 | Live streaming of the course <i>OSH740 Risk Contexts</i> at the PhD level. https://eu.bbcol-lab.com/guest/b18688ef4be544e49cc80aebaf6b2b82 |

Limitations

The EEC has based the evaluation on the information made available as outlined above. The committee has focused the comments in the report on the details in the programme and the required standard, which were considered more important for the accreditation of the programme.



B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-------------------------|-----------------|---------------------------------|
| Peter Hasle | Professor | University of Southern Denmark |
| Valerio Cozzani | Professor | University of Bologna |
| Pedro Arezes | Professor | University of Minho |
| Margarita Panagi | MSc Student | Cyprus University of Technology |

C. Guidelines on content and structure of the report

The present report follows the structure of the 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.

Under each assessment area, information was provided regarding the general compliance with the requirements of the area and the specific compliance to the requirements of each sub-area. In particular, the following were 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 compliance of each sub-area was stated, considering the three options: Non-compliant, Partially compliant, Compliant.

Conclusions and final remarks regarding the programme of study as a whole were also stated.

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*
 - *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*

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*
 - *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The Ph.D. programme in Occupational Health and Safety (POSH) is a small programme with few students, which has experienced a growth in number of students and is now including eight PhD students. The overall impression of the

programme is positive, and the meeting gave evidence of the presence of dedicated and qualified teachers and motivated students. There are a few concerns listed below, which needs to be improved.

The university has established 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 is clearly defined by due documentation, involves all relevant internal stakeholders including the students' representatives and clearly identifies procedures and responsibilities.

The **programme has clearly stated objectives and coherent learning outcomes**, defined in written documents. The structure of the programme is clearly defined, quantifying the required workload of students in ECTS.

The programme committee demonstrates a high commitment, documented competences, a relevant research experience and international visibility on the topics addressed by the programme.

When coming to the **availability of public information**, written information is available on selection criteria, intended learning outcomes, qualification awarded, teaching, learning and assessment procedures, pass rates, learning opportunities available to the students, and graduate employment information. Only part of this information is reported on the website of the programme, and part is provided in the application document. Not all this information seems to be available in documents easily accessible by the public.

Strengths

- The programme benefits from qualified and dedicated teachers, as well as from qualified external co-advisors
- The students are highly motivated and satisfied with the cooperation with the teachers including their supervisor
- The programme has been able to attract international students, as well as external funding to secure the necessary scholarships
- POSH has good collaboration with external stakeholders as well as international researchers
- The quality assurance programme (and its implementation) is satisfactory
- An internal evaluation review (PER), based on a well-defined and formalized process, has been carried out, resulting in an improvement of the programme

Areas of improvement and recommendations

The EEC has three concerns regarding the content of POSH

- The scheduling of the compulsory courses whose attendance is required to the Ph.D. students:
The compulsory courses cover 30 ETCS, corresponding to a semester of study. It is now placed in the first half year. The PhD students expressed concern about the work burden and the constraint for working on their research project. The EEC was informed that the workload is concentrated in the first semester of the first year for practical reason, due to PhD students doing some of their research outside Cyprus. The EEC agree with the concern from the PhD students. The PhD student should be encouraged to work with their research project from the start of their study as a part the necessary maturing process. We therefore recommend that the course work is considered for reduction and disseminated over a larger part of the programme.
- The flexibility of the course content:
Three large courses are compulsory and now constitute the full course work for the PhD students. This leaves little possibility for the student to tailor the courses to their actual research needs. In many European universities, including the three universities of the EEC members, the students have the flexibility in cooperation with their supervisor to plan a course programme, which is tailored the individual needs. This normally covers courses offered by the programme where the students are enrolled, other courses at the same university and courses from other

national and international organisations. We therefore recommend that the course work at POHS is rearranged to facilitate a more flexible and individual course plan for the students.

- The level of the course content:

The EEC has studied the descriptions of the three existing courses as well as joined a live digital course lecture. Based on the description and the live lecture, it is the assessment of the committee that the present courses do not sufficiently secure a sufficient high research level. Part of the content looks as repetition of content from the MSc programme. We further emphasise the importance to strengthen the ability for the students to critically reflect on research results – both their own research and others research. In presentations by students, it is therefore important to ask the student to give critical comments when they review existing research and to ask other students to ask critical questions to each other, in the same manner as the teacher gives critical reflective comments and questions. We therefore recommend revising the courses (left after making the course programme more flexible) to secure a higher more research-oriented and critical-reflective approach.

Other areas for improvement:

- Information should be provided in the university homepage about POSH achievements and, among others, about the graduate PhD-students and their dissertations' information (Title, abstracts, papers, discussion dates, etc.).

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**

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of 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 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.*

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.*

2.3 Student assessment

Standards

- *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 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.*

Findings

The EEC got a good impression of the dedication of the teachers and the communication with the students. It is the opinion of the EEC that, in the end, there is a good working relationship between the PhD students and the supervisor, which is crucial for a successful outcome of a PhD study, and that seems to be present in the POSH programme.

It is the impression of the EEC that the teaching and learning process is well organised with strong involvement of students. For a PhD programme such as POSH the integration of practical and theoretical studies should include both practice relevant for OSH in workplace and research practices as the PhD students are maturing as researchers. Both elements are included in POSH.

The student assessment is transparent and well structured.

Strengths

- The most important strength is the good relationship between PhD students and teachers. The students report that the teachers are attentive and helpful with short response time on questions.
- POSH has managed to successfully transform physical teaching to digital teaching within a very short notice, and the students give a positive feedback on this transformation.
- Teaching, including assignments, during courses is varied.

Areas of improvement and recommendations

Student centered learning is generally fully compliant, although there is scope for improvement of one point regarding social relations and cooperation between students. They pointed out that it could be difficult to connect to other students especially for international students. It is a problem, which has increased after the COVID crisis. The EEC learned that the university provides several initiatives to support students among other the international students have clubs related to their nationality. However, it seems as the students have a special need for closer relations inside their own study programme. This can be facilitated by several measures such as welcome programmes, icebreaking exercises, tutors, mates, teams with shared interests and assignment to solve in groups.

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 | Compliant |
| 2.2 | Practical training | Compliant |
| 2.3 | Student assessment | 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.*
- *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.*

Findings

The POSH is a small programme with limited teaching resources. Comparing the evaluation review report and the accreditation application it seems that the teaching resources were expanded during the last year, and new external co-advisors became available. Alongside, an increase of PhD students admitted in the Programme was recorded, and the same teachers' resources are also expected to teach at the MSc programme. The programme is therefore vulnerable towards individual teachers leaving or to any increase in the uptake of PhD students. The EEC further received information about the division of supervisory tasks between the teachers. Only two teachers cover all eight PhD student with one of them supervising six students that is on the edge of what is justifiable, especially as the supervisors also have other teaching and administrative tasks.

The teaching staff all hold PhD certificates and have high-level qualifications with relevant experience from both teaching and research. Although it seems as the teachers have experience in supervision, there is no information above development of supervisory skills, which is a crucial point for PhD supervision.

The EEC was also informed that visiting scholars often give lectures at the POSH.

No information was provided about collaboration with other schools at the university.

Strengths

- Qualified and dedicated teachers and co-advisors
- High international visibility of the program, attracting visiting lecturers and international students

Areas of improvement and recommendations

- Develop of a broader base of teachers who can supervise and teach the (possibly reduced number of compulsory) courses.
- Include more faculty as supervisors and reduce the number of students allocated to one supervisor.
- Implement a competence development programme for supervisory skills, in particular for new supervisors with coaching as a key element, but also a possibility for exchange of experience among more experienced supervisors.
- Closer collaboration with the other schools at the university to stimulate multidisciplinary and support development of supervisory skills.

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 | 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.*

Findings

The criteria and rules for admission, progression and certification of students are described in detail in the application and it is the assessment of the EEC that these fulfil the standards' requirements and expectations.

Together with the final certificate, a diploma supplement is released, including an appropriate description of credits according to the Bologna process.

With respect to admission of students and dissertations, the issue is discussed in section 6.

Strengths

- The ability to attract international students to the programme.
- Strong student motivation, which is successfully maintained during digital teaching under COVID crises.

Areas of improvement and recommendations

No suggestions

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

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|---|---|
| 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

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *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 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.*

Findings

The EEC has received extensive information about learning resources and student support. The whole system is assessed as very extensive and fully in a position to cover the student needs. In the previous sections the availability of teacher resources was discussed.

As suggested above, the support may be extended considering a more structured system to promote student integration.

Strengths

- Strong library services.
- Good physical facilities for teaching and carrying out research.
- A housing scheme is provided to help international student with accommodation.
- A system to support student placement and an alumni network are established.
- A general university system is present to support students on different aspects. In particular, the administrative offices take care of supporting international students' visa application and processing.
- Support is provided to students with specific problems (learning, social, psychological, financial).

Areas of improvement and recommendations

- Establish procedures and actions to promote student integration in the specific 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 | Compliant |
| 5.3 | Human support resources | Compliant |
| 5.4 | Student support | Compliant |

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*

- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

Findings

The selection criteria are thoroughly and satisfactorily described in the application document submitted for the accreditation.

No information is present, however, concerning available grants and procedures to obtain grants.

No specification is provided for meetings with supervisor, but the students that the EEC has met, seemed satisfied with supervisory support and collaboration.

No maximum number of students is defined for each supervisor, and only two faculty members were identified as the supervisors of the eight students enrolled to date.

The procedure for submission and assessment the dissertation in described in detail and is satisfactory. An example of dissertation was examined and was found adequate by the EEC.

Strengths

- Clear description of formalities concerning the admission procedures, the assignment of a thesis topic and supervision of students.

Areas of improvement and recommendations

- Consider expanding the number of available supervisors to better manage the possible increase in the number of students

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

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|-----------------|-------------------------------------|--|
| 6.1 | Selection criteria and requirements | Compliant |
| 6.2 | Proposal and dissertation | Compliant |
| 6.3 | Supervision and committees | Compliant |

D. Conclusions and final remarks

The EEC has generally a positive assessment of POSH. It is relevant both from a learning and a research perspective as well as for practice. The programme is well organised with clearly defined procedures. It has sufficient learning resources, although the limited number of teachers makes POSH vulnerable toward changes in human resources and with respect to further increases in the number of students admitted to the programme. The programme has a clear and qualified profile, which is attracting international students as well as international collaboration with other researchers.

The programme is young and there is still a scope for improvement. The most important areas where improvement is possible are:

- The compulsory course work is too rigid and too concentrated. It is not sufficiently differentiated from the OSH MSc teaching level. It needs to be more flexible, providing better possibilities for fitting to the individual students' needs.
- The support to student integration, especially with respect to international students, should be strengthened.
- The multidisciplinary collaboration across schools at the university is limited. POSH would benefit from increased collaboration, which could help the students' access to more flexible courses and help controlling the vulnerable teacher resources.
- There is a need to increase the number of supervisors and in this context to introduce a scheme for the development of supervisory skills, especially for new supervisors.

E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|-------------------------|------------------|
| Peter Hasle | |
| Valerio Cozzani | |
| Pedro Arezes | |
| Margarita Panagi | |

Date: 11.11.2020