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# 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 (18 μήνες, 90 ECTS, Μάστερ)  
**In English:**  
Occupational Safety and Health (18 months, 90 ECTS, Master - MSc)
- **Language(s) of instruction:** English, Greek
- **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 Master program in Occupational Safety and Health (OSH) is based on the application for the accreditation dated 16.12.2019, and on digital meetings with the concerned staff of the university (see below), as well as additional information shared at a digital platform, including a report of an evaluation review carried out in 2019 and copies of presentations during the digital meetings. The meetings took place on November 9<sup>th</sup>, 2020 and concerned the assessment of both the program of interest (MSc in Occupational Safety and Health) and of a Ph.D. Program offered on a similar topic (PhD in Occupational Safety and Health).

### Programme for digital meeting

	Name(s) of presenter(s):
<b>10:10 – 10:40</b> A meeting with the Vice Rector of Academic Affairs – short presentation of the Institution	<b>Prof. Loizos Symeou</b> Vice-Rector of Academic Affairs
	<b>Dr. Panagiotis Papageorgis</b> Associate Professor, Dean of the School of Sciences
	<b>Dr. Marina Appiou-Nikiforou</b> Assistant Professor, Chairperson of Department
A meeting with the members of the Internal Evaluation Committee	<b>Dr. Pieris Chourides,</b> Associate Professor <b>Dr. Vasiliki Gkretsi,</b> Assistant Professor
<b>10:40 – 10:50</b> A meeting with the Head of the relevant department and the programmes' Coordinator. Short presentation of the School's / Department's structure	<b>Dr. Marina Appiou-Nikiforou</b> Assistant Professor, Chairperson of Department <b>Prof. George Boustras</b> Professor, Coordinator of the Programs
<b>10:50 – 11:40</b> <b>Programme 1: MSc in OSH</b> 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	
<b>11:50 – 12:40 Programme 2:</b>	Prof. George Boustras

<b>PhD in OSH</b> 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	Dr. Christos Dimopoulos
	Prof. Stavroula Leka
	Dr. Olga Aneziri
	Dr. Ioannis Anyfantis
<b>12:40 – 13:40</b> <i>Lunch Break</i>	
<b>13:40 - 14:40</b> 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
	<b>14:40 - 14:50</b> <i>Coffee Break</i>
<b>14:50 – 15:30</b>	Ms Judith Kirschner (PhD)
	Ms Pooja Pandey (PhD)
	Dr Cleo Varianou Mikellidou (PhD)

A meeting with students and graduates only (5 – 15 participants).	Mr Benson Chizubem (PhD)
	Ms Nathalie Ghebara (MSc)
	Ms Elisavet Kagia (MSc)
	Ms Kalliopi Anthrakopoulou (MSc)
	Mr Joshua Igbelcotor (MSc)
<b>15:30 – 15:50</b> A meeting with members of the administrative staff.	Ms Eleni Markantoni, Director of the Office of Students Affairs
	Mr Theodoros Tzitzimbourounis, Head Librarian
	Ms Christina Kolatsi, Department of Enrollment
	Ms Flora Theodorou, School Administrator
	Mr Michalis Georgiou, MIS Department
<b>15:50 – 16:00</b> 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
<b>16:00 – 16:20</b> 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
<b>18:00 – 18:30</b>	Live streaming of the course <i>OSH740 Risk Contexts</i> at the PhD level. <a href="https://eu.bbcollab.com/guest/b18688ef4be544e49cc80aebaf6b2b82">https://eu.bbcollab.com/guest/b18688ef4be544e49cc80aebaf6b2b82</a>

## 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 program.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Pedro Arezes</b>	Professor	University of Minho, Portugal
<b>Valerio Cozzani</b>	Professor	University of Bologna, Italy
<b>Peter Hasle</b>	Professor	University of South Denmark
<b>Margarita Panagi</b>	Student	Cyprus University of Technology

## C. Contents 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 Master in Occupational Safety and Health is, overall, a well designed educational program, aiming to provide a clearly defined educational profile in line with the needs of the modern society and the organization of work. The

program is designed involving relevant stakeholders, both on the side of regulatory authorities and on the side of companies, and is accredited by an international organization, the Institution of Occupational Safety and Health (IOSH).

The university has established a **policy for quality assurance** of each program offered, based on periodical assessments, carried out regularly every five years, by the application of a detailed procedure named Program 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 **program has clearly stated objectives and coherent learning outcomes**, defined in written documents and well 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.

The program committee demonstrates a high commitment, documented competences and research experience on the topics addressed by the program, and documents a constant work aimed at involving relevant stakeholders in the definition of the program, in its update and in establishing placement opportunities.

Students' opinions are collected every semester and the teaching staff of the program carries out each semester an assessment of the program. At yearly intervals, a formal procedure is in place for the revision and approval of the program. However, the details of how the student opinions are collected and how these periodical revisions are carried out are not present in the application document.

The contents of the program are coherent with the objectives and learning outcomes stated by the program documents. The courses address mainly the area of occupational safety, and only by a minor extent occupational health and occupational hygiene. Electives are mostly focused on a single area (fire safety, major accidents and loss prevention). No activity is dedicated to allow internships in companies, which seem to be possible only during the master thesis. Scarce attention seems to be dedicated to international exchanges, and exchange programs, as Erasmus+ opportunities, seem not to be promoted among the students.

When analysing the detail of the program structure and the content of the single courses, objectives, learning goals and contents not always have a full coherence and seem not to be regularly updated (e.g. in both Safety Management & OSH Legislation and Loss Prevention and Process Safety in the Oil, Gas, Petrochemical and Chemical Industries, Seveso-II Directive (96/82/EC) is still mentioned, that was substituted in 2012 by Seveso-III Directive (2012/18/EU)). The progression between courses is sometimes not evident, with specific topics that seem to be repeated.

The use of scientific literature as a basis of coursework seems limited, as well as the use of specific software for quantitative safety and risk analysis, that seems to be only presented to students during master thesis activities.

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. However, only part of this information is reported on the website of the program, and only part of it is provided in the application document. Not all this information (e.g. selection criteria, pass rates, average GPA for each exam and average CGPA, etc.) seems to be available in documents easily accessible by the public.

Information for the effective management of the programme of study and an extended set of **key performance indicators** are collected, but seem to be available only in aggregated documents and in statistics at the level of the university. These data seem to be used only in part by the teaching staff in the revision and update of the program.

### Strengths

- A formalised and well defined internal procedure for quality assurance is in place, involving all the internal stakeholders, clearly identifying responsibilities and due activities
- The program has clearly defined objectives and learning outcomes, coherent and in line with the requirements of the modern society
- Faculty and staff dedicated to the program are highly committed and show a high competence
- The program committee involves relevant external stakeholders (emergency responders and companies) in the design and update of the program, as well as in program activities (seminars, master thesis, placement, etc.)
- Students opinions are collected every semester and short term yearly reviews are carried out by the program committee

### Areas of improvement and recommendations

#### With respect to the quality assurance of the program:

- Besides the Program Evaluation Review which is carried out every five years, a formal definition of the yearly reviews (apparently already in place) based on student opinions and other KPIs is advised
- Establishing a formal procedure for the collection of students' opinion, warranting that opinions are collected anonymously, is advised
- Besides the PER, which is an internal-only review process, establishing a formal procedure for the regular involvement of external stakeholders and external experts in the periodic review of the program is advised
- Revising the objectives, learning goals and contents of the courses, to assure their coherence, and to avoid repetition of topics is required. Establishing a formal procedure for this review is advised.
- Assuring that all the public data required for accreditation are actually available to the public, e.g. on the program website, is required.
- Assuring that all the KPIs collected for the program are available in specific reports, that should be made available to the program committee and that should be considered in the PER as well as in the short-term review process is advised

#### With respect to the specific contents of the program:

- Consider a better balance among health and safety topics in the program, e.g. introducing a specific course addressing occupational health and occupational hygiene
- Consider widening the list of electives, also creating synergies with other programs and/or selecting electives from other programs and schools at the university
- The existing course of ergonomics and psychological factors is not also including elements from occupational hygiene and others. There is a need to revise the course to strengthen the teaching of the core elements of ergonomics and psychosocial factors (including a new name)
- Consider a wider use of original scientific literature as a basis for coursework compared to the present strong emphasis on text books
- Consider introducing specific software for quantitative analysis to students in the courses, by specific project works or by the introduction of specific electives
- The role of OSH professionals in companies requires them to interact with managers, workers and others internally in the organisation as well as a number of external stakeholders. It is therefore important the students acquire a thorough understanding of management and organisation theory. A possibility could be to revise the

course on project management, which now – judging from the description – focuses on basic project management methodology with little interaction with OSH.

- Consider the introduction of an elective activity allowing the students to undertake an internship in at least one company
- Consider widening the exchange opportunities (e.g. by establishing new Erasmus+ agreements) and promote exchange periods abroad, both for taking courses and for carrying out the Master Thesis work

**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	Compliant
1.3	Public information	Partially 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 programme is supported by an adequate teaching staff, with CVs documenting relevant experience in the domain of the programme.

There is a good communication between the teaching staff and the students. Students seem to be happy with the quick replies from the teaching staff when they have doubts or need further information from them.

Most of the contents and information related with the programme's courses are available on a digital platform (Moodle). Students know before the classes where to find this information and can easily reach it whenever they need.

There is a need to promote social interaction among students, which will facilitate the development of teamwork for practical group projects, as well as it will promote student's social integration, especially for those students that came from abroad and have no social networks in the short-term. This situation is particularly important during the period of (partial) lockdown due to pandemic. Forming teams or networks in social media apps (e.g. WhatsApp), by creating groups with shared interests and developing icebreaking activities can be good options to foster this integration.

It seems that internships (placements) are something that the programme's coordinators should seek more frequently. In accordance, it is proposed to include these internships as being part of an elective course and not only considered in a case-by-case approach.

The MSc in OSH is closely related to the PhD in OSH and to the internal research centre CERIDES. The existence of a PhD program may provide students with a way to follow their research activities at a more advanced level.

The teaching approach and the teaching methods seem adequate and comply to the standards required for accreditation. Moreover, they seem to be satisfactory for all those involved in the process, and they are also apt to promote and active interaction of the students.

The assessment of students' work seems to consider the inherently practical nature of OHS and includes several approaches/methods, such as, written examinations, assignments, and presentations that are considered adequate to standards for accreditation. Students seem to be comfortable with the way their work is being assessed.

It might be relevant to consider the involvement of external examiners to some extent.

### Strengths

- There is a good relationship between the students and the teaching staff.
- Students' work assessment is appropriately defined and is based on a set of methods/techniques that are adequate for the several courses.

### Areas of improvement and recommendations

- There is a need to promote a stronger social integration of students, particularly during pandemic, allowing them to better work as a group or team.
- There is the possibility to improve the quality and quantity of internships/field work during the programme.
- The use of external examiners should be considered to ensure some external perspective to the assessment process.

**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 teaching staff, especially the senior faculty, are extremely qualified and have their CV focused on the core topics of the programme. All the teachers are PhD holders and they are very much involved in active research projects on topics related to the Master, with external and competitive funding. They are also involved as co-authors in several scientific publications in journals and books.

Visiting teaching staff is frequent and periodic at the institution and benefit from the international links established by the teaching staff and through the CERIDES research centre.

It appears that only a limited number of teachers are involved in the programme. More than one of the compulsory courses is taught by a single teacher. It was mentioned during the visit that some further teachers were hired and joined the teaching staff after the date the application for accreditation was submitted, but it was not clear how many additional teachers were hired.

Due to the nature of the programme, it appears that the possibilities for multidisciplinary collaboration between Schools and Departments are not fully utilised. This seems to happen both for teaching activities and for research.

Students seem to evaluate the teaching staff in a very positive way.

### Strengths

- Highly qualified teaching staff.

### Areas of improvement and recommendations

- The number of the teaching staff seems to be limited, which might result in some overload of teachers and in a single teacher offering several compulsory courses. The recruitment of further teaching staff or the allocation of other faculty to the program needs to be considered.

**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.*

### Findings

Students' access policies, admission processes and criteria are implemented consistently and in a transparent manner and seem to be compliant with the required procedures. The admission is open to all the holders of a bachelor degree, which is good for attractiveness but it may pose some challenges in terms of students' homogenization.

A high level of proficiency in the English language is required since the programme is taught in English. This also allows making it more attractive to international students, which is an extremely positive point of this programme.

Beside the due certification, a diploma supplement is also released to graduates by the University, following the European standards.

### Strengths

- The programme benefits from having a high number of international students.
- There is a strong student's motivation and it appears that the institution manages it to keep high this motivation and engagement even during the pandemic crisis.

### Areas of improvement and recommendations

Nothing relevant to report.

**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

Adequate teaching and learning resources are provided to students and support the objectives of the study programme.

Physical resources are also adequate. All the facilities are well described and listed in the documentation provided, including the Library, which is presented in detail and extensively.

International students can benefit from the administrative support given by the University during the visa application and the corresponding processing period.

Students can also count with the University support for getting a placement in external companies. The alumni network is also active and is also contributing to the support of the current students.

Services to support students with problems (learning, social, psychological, financial) are available and announced.

A housing scheme for both for national and international students is provided. There is a Housing Office available aiming at providing students with a reliable offer in term of housing, ensuring students with high quality housing options and all located close to the campus.

The report submitted by the institution refers to the possibility of the students to apply for exchanges under the Erasmus+ program and that EUC has several inter-institutional agreements in place with other European universities, but no further information about this mobility is included concerning the actual ingoing and outgoing international mobility for the assessed study programme.

### Strengths

- The support given to the international students, namely in supporting and dealing with the visa application process is important to keep the attractiveness of the programme abroad.
- Facilities and library have high standards, adequate to support adequately the learning activities.
- Support is provided to students with specific problems (learning, social, psychological, financial).

Areas of improvement and recommendations

- The inclusion on the report of some further information about students' mobility is advisable.

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

## D. Conclusions and final remarks

Overall, the Master in Occupational Safety and Health is considered by the EEC as a well designed educational program, aiming to provide a clearly defined educational profile in line with the needs of the modern society and the organization of work. The program is designed involving relevant stakeholders, both on the side of regulatory authorities and on the side of companies, and is accredited by an international organization, the Institution of Occupational Safety and Health (IOSH).

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.

Thus, in the opinion of the EEC the program deserves to be accredited.

The more important areas of improvement are:

- The quality assurance process, requiring a higher attention to the publication of data and to the use of specific performance indicators in the periodic revision of the program.
- The number of the faculty dedicated to the program, that presently seems limited, at least when considering the application documents.



## E. Signatures of the EEC

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

**Date:** 12/11/2020