



Doc. 300.3.1

Date: 30.09.2022

# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
Frederick University
- **Town:** Nicosia
- **School/Faculty:** Health Sciences
- **Department:** Pharmacy
- **Department's Status:** New
  
- **Programme(s) of study under evaluation:**  
Name (Duration, ECTS, Cycle)

## Programme 1

### **In Greek:**

Programme Name

### **In English:**

Pharmacy (5 years / 300 ECTS, BSc/5 years/300 ECTS, Integrated Master)

## Programme 2

### **In Greek:**

Programme Name

### **In English:**

Advanced Cosmetic Science & Natural Health Products (3 academic semesters / 90 ECTS, MSc)

## Programme 3

### **In Greek:**

Programme Name

### **In English:**

Pharmacy (3 years / 180 ECTS, PhD)



**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].**



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Pharmacy	Pharmacy (5 years / 300 ECTS, BSc/5years/300 ECTS, Integrated Master)
	Advanced Cosmetic Science & Natural Health Products (3 academic semesters/90 ECTS, MSc)
	Pharmacy (3 years/180 ECTS, PhD)

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The visit of the EEC in the Frederick University campus took place on September 26 2022 following a tight but well organized schedule. The EEC members were first briefed by the Frederic University representative, Prof. George Demosthenous, the Rector, Prof. Costas Kyriakou, the Vice Rector of Quality Assurance and Academic Excellence, and Dr. Christoforos Charalambous, the Vice President of the Council. Next, Dr. Charalambous presented structure and governance, mission and vision of the Frederic University. Subsequently the EEC members met with the members of the Internal Quality Committee of the University. Prof. Kyriakou presented Committee Members, External Quality Assurance evaluation, program recognition, quality standards and indicators adopted, and in the end of his presentation academic and department internal evaluation. The EEC members met with the Chair of the Department, Dr. Maria Pantelidou, who made a short presentation of the Department's structure. The Department's profile was presented, the mission and vision, strategic planning, academic staff structure, student profile, research activity, infrastructure, student academic support, mobility, service to the society, and SWOT analysis. After each presentation, there was discussion with participation of the academic teachers physically present or online. After a short break, Prof. Stavros Malamataris, the coordinator of the program of BSc or Integrated Master of Pharmacy program presented the program: its aims and learning outcomes, operation of the program, admission criteria for prospective students, program structure (allocation of courses per semester), the learning outcomes and ECTS, the persons involved in the program's design and development, academic staff, employability of graduates and SWOT analysis. Afterwards, the EEC discussed the program with members of the teaching staff on the program courses for all the years of study (face-to-face and on-line via zoom), focusing on the content of each course and its implementation, the learning outcomes, student evaluation criteria and their compliance with the level of the program according to the EQF. After a working lunch of the EEC members, with the CYQAA Officer George Aletraris, the EEC members met with representatives of the students, both undergraduate and graduates of the running BSc program in pharmacy to discuss various aspects related to studies and student life. Finally, the EEC members again met with the Head of the relevant department and the programme's Coordinator to summarize the previous discussions. During the visit at the Frederick University, the EEC was given access to all additional material as requested, including study programs, the curricula vitae of all teachers, study guide, and document relevant to the Frederick University structure. The reception of the EEC by Frederick University was excellent and all staff and students were particularly cooperative and willing to



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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support the evaluation procedure, providing any material requested and answering all questions posed by the EEC members.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Anna Birna Almarsdóttir</b>	Professor	University of Copenhagen
<b>Tomasz Pawiński</b>	Professor	University of Warsaw
<b>Konstantinos Avgoustakis</b>	Professor	University of Patras
<b>Niki Makri</b>	Student representative	University of Cyprus

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

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Department based on evidence from the Department's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- **The report may also address other issues which the EEC finds relevant.**

## 1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning (including SWOT analysis)</b>		<b>1 - 5</b>
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	3
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		



As the Integrated Master is a new program, it has not a formal status and it is not publicly available. The BSc program has been running for a number of years and appears to comply with the purposes of higher education of the Council of Europe.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs)

The ECTS allocated to the Thesis are sufficient for an integrated Master program. It is observed that the postgraduate Thesis and the practical training are held simultaneously over two semesters. The BSc does not include any science and no independent research work (diploma thesis).

Provide suggestions for changes in case of incompatibility.

ECTS units should be allocated to the diploma thesis in the BSc program. **In certain cases, it would be advantageous for the students to integrate the thesis work with practical training, for example in hospital pharmacies or the pharmaceutical industry. This is especially important in strengthening the program on clinical aspects of pharmacy practice as well as improving external stakeholder relations.** The course called Clinical Pharmacy and Drug Interactions (PHA406) is only theoretical and does not help students gain clinical insights into patient pharmacotherapy. The course is very focused on pharmacokinetics, which should have been dealt with in prior courses. The course has very ambitious goals, which cannot be met in one course of 6 ECTS. A natural progression of students towards using pharmaceutical knowledge in practice is not evident. The course needs to be supplemented with practical training in order to apply this knowledge and concepts in real life situations. The number of ECTS units allocated to Organic chemistry (PHA 202 and PHA 206) should be substantially reduced and reallocated to more pharmacy-oriented subjects. The description of the course called Toxicology (PHA 408) should be made more concrete and more oriented towards the pharmacy profession. It is recommended that fewer ECTS are allocated to botany. The course on Pharmaceutical Chemistry and Technology of Industrial Pharmacy and Cosmetics (PHA 411) should be split up and the industrial pharmacy content transferred into the pharmaceutical technology courses. The Pharmacology course should be supplemented with Molecular Pharmacology, which is currently an elective subject. An advisory board of external stakeholders for each program the Department offers in order to strengthen the society's feedback on the studies offered by the Department.

## 1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	3
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5

1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The practical training should be better structured and at the same time, this course should be substantially modified. Firstly, the students need to receive structured assignments relevant to the practical training and that are monitored and assessed by the appropriate faculty staff. Secondly, the preceptors at the pharmacies should be selected and adequately prepared by the university staff to undertake the training of the students.

## 1. Department's academic profile and orientation

### 1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The academic staff should be increased and supplemented with full-time faculty members with expertise and research capacity in pharmacology, patient-centred pharmacy and social aspects of pharmacy.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The selection process of PhD students should adapt to each student's academic background. In this context, during the admission process, the students may be encouraged to take undergraduate courses related to their proposed PhD studies. This should be done without the allocation of ECTS units, simply for the enrichment of their background.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

- The philosophy of the profession of Pharmacy needs to be strengthened.
- The curriculum should be further strengthened into clinical aspects of Pharmacy (pharmaceutical care, rational use of medicines and the general use of medicines in society).
- There are a number of instructors assigned to each course, but it was not so clear to the EEC who is responsible for coordinating and deciding on the content of each course.
- The ECTS allocated to the Thesis are sufficient for an integrated Master program.
- It is observed that the postgraduate Thesis and the practical training are held simultaneously over two semesters.
- The BSc does not include any science and research methodology course and no independent research work (diploma thesis).
- The practical training in the final year is insufficiently structured and lacks specifically defined requirements for students and supervising pharmacists in terms of training, assessment and professional conduct.
- The equipment support of basic pharmaceutical courses is not adequate. Basic modern equipment, such as HPLC, GC, spectrofluorometer, granulators, tableting machine, and modern organic chemical synthesis apparatus appears to be lacking.
- The teaching methods do not include different modes of delivery and are mostly didactic. Accordingly, student assessment does not reflect modern teaching and learning methods.
- It is not apparent how practical and theoretical studies are interconnected, especially with regard to the practical training period.
- It appears that there is considerable room for improvement in pharmaceutical care skills prior to entering and after the completion of the practical training period.
- Inadequate provision of laboratory facilities for teaching.

### Strengths

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

- There is a good use of online resources to involve students and communicate with them. The Moodle platform is useful to organise studies and mediate communication between teaching staff and students.
- A low drop-out rate is noted and average grades presented to the EEC are satisfactory.
- The teaching staff is dedicated to the teaching and research activities and is enthusiastic for their duties.
- The facilities and classrooms are modern and flexible to accommodate student centred learning.
- A good learner-teacher relationship is promoted, as students have good access to teaching staff.
- The teaching and the administrative staff respect and attend to the diversity and the needs of students.

**Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- The equipment support of basic pharmaceutical courses is not adequate and should be substantially enriched.
- In order to justify the integrated Master degree, a number of basic pharmaceutical subjects should be at a very high level and include all the recent scientific findings on the subject.
- No communication training is evident in the program in order to provide patient and health care professional counselling.
- The students need to receive structured assignments relevant to the practical training and that are monitored and assessed by the appropriate faculty staff with a background in pharmacy practice.
- The university should address the issue of non-Greek speaking students with regard to the practical training at the final year of the program.
- The teaching and assessment of students should include more diverse methods.
- Students should be enabled to apply their knowledge on real life situations.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Partially Compliant

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a quality assurance body (Internal Quality Committee) for the whole university to monitor the quality of the programs. The committee applies an Internal Quality System that uses key performance indicators (KPIs), such as student dropout rates, academic progression and grades. At the end of each academic year self-evaluation reports are made for each program at the university with quality indicators relating to the program, students and graduates. Each course is evaluated by students with a questionnaire that they complete prior to receiving grades electronically. A report is made based on these results.

## 2. Quality Assurance

### 2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	3

2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	3
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	4
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The quality system uses measurable and objective criteria to assess the quality of the programs and monitors trends in student performance. The facilities and classrooms are modern and flexible to accommodate student centred learning.

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

At the end of each academic year self-evaluation reports are made for each program at the university with quality indicators relating to the program, students and graduates. Each course is evaluated by students with a questionnaire that they complete prior to receiving grades electronically. A report is made based on these results.

**Strengths**

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

Internal Quality Committee have transparency and representation from staff and students.

**Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

It could be considered to have a separate IQC for the Integrated MSc pharmacy program, which is new and highly academically demanding.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant



### 3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

*1 or 2: Non-compliant*  
*3: Partially compliant*  
*4 or 5: Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11 Internalization of the Department and external collaborations. 5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The administrative staff respect and attend to the diversity and the needs of students. Academic Staff of the Department of Pharmacy participate in several Bodies of the University

**Findings**

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The administrative staff is well organized.

**Strengths**

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

The administrative staff has a good communication with teaching staff and students.

**Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

#### 4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

**Sub-areas**

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	4
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>It is not apparent how practical and theoretical studies are interconnected, especially with regard to the practical training period. The teaching methods do not include different modes of delivery and are mostly didactic. Accordingly, student assessment does not reflect modern teaching and learning methods.</p>		
<b>4. Learning and Teaching</b>		

4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Classroom facilities accommodate student-centred learning and flexible modes of delivery. The physical resources, i.e. libraries and IT infrastructures, adequately support the operation of the program. The student advisory resources are sufficient to support the student learning.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The University has the necessary facilities and infrastructure for both distance teaching and teaching in the classroom, as well as to perform self-study. There is a good use of online resources to involve students and communicate with them. The Moodle platform is useful to organize studies and mediate communication between teaching staff and students.

### Strengths

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

A good learner-teacher relationship is promoted, as students have good access to teaching staff.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The teaching and assessment of students should include more diverse methods. It is suggested that the postgraduate Thesis and the practical training are executed separately, so that each one covers 30 ECTS on distinct semesters. More time should be allocated for skill development (e.g. counselling and monitoring patients) and more professional supervision in the practical training period is needed.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Partially Compliant
4.2 Organisation of teaching	Partially Compliant

## 5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
 3: *Partially compliant*  
 4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The staff assigned to teaching is young and enthusiastic and this is certainly a strong point in the program. Also, teaching staff is of satisfactory competence. There is a clear, well-defined promotional path. There is a gap in the teaching staff regarding patient and societally orientated pharmacy disciplines, as well as pharmacology.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work

- Number of visiting Professors
- Number of special scientists on lease services

The proportion for the full time to part time teaching personnel is satisfactory.

**Findings**

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The teaching staff is young and enthusiastic for teaching and research and it is certainly a strong point in the program. There appears that good communication and rapport between tutors and students has been established. The students appeared to be satisfied with their teachers, as far as teaching and communication are concerned. There is a gap in the teaching staff regarding patient and societally orientated pharmacy disciplines, as well as pharmacology.

**Strengths**

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

The teaching staff is enthusiastic for teaching and research. There appears that good communication and rapport between tutors and students has been established.

**Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

Teaching staff should be expanded to include pharmacology (molecular pharmacology) and patient and societally orientated pharmacy disciplines. The teaching staff should strive to adopt modern teaching methodologies, such flipped classroom, online discussion forum and peer-feedback.

**Please ✓ what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Partially Compliant
Synergies of teaching and research	Partially Compliant

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	2
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.



Inadequate provision of laboratory facilities for research study and activities. The equipment support of research study is not adequate. Basic modern equipment appears to be lacking such as HPLC, GC, granulators, tableting machine, and modern organic chemical synthesis apparatus.

**Findings**

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The Department of Pharmacy actively supports the advancement of research and the generation of new knowledge. Its mission is to create and grow an active research environment with main focus on collaborative research that reaches other institutions such as universities, research centers and the industry, within Cyprus and abroad.

**Strengths**

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

The research group focuses on the following areas: study of properties of drugs and natural products, such as antioxidant and antimicrobial activities, *in vitro* evaluation of drugs in cell lines, design and evaluation of systems for targeted drug delivery, genetic basis of human disease. The main research areas of this lab are the synthesis and study of new active compounds and the synthesis and characterization of polymeric nanocarriers.

**Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The equipment support of all pharmaceutical courses is not adequate and should be substantially enriched. The academic staff should be increased and supplemented with full-time faculty members with expertise and research capacity in pharmacology, patient-centred pharmacy and social aspects of pharmacy.

**Please ✓ what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Partially Compliant
Motives for research	Compliant
Publications	Partially Compliant

## 7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>7. Resources</b>		<b>1 - 5</b>
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>In opinion of EEC financial resources obtained from external sources are insufficient and inadequate to the Department's development plan.</p>		

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

Departments at the University do not maintain independent expenditure budgets and administration of valid expenses are managed through central services. Infrastructure requirements do not form part of the departmental budget. Based on the approved growth strategy of each department the university centrally plans for the provision of adequate infrastructural resources including technological aspects (e.g. computing facilities, IT and research structure, etc).

**Strengths**

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

For better planning and coordination, expenses for improvement of laboratories and operating expenses are handled at the Department level.

**Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

Department feasibility studies were not conducted apart during the creation of a new Program of Study that leads to the established of a new Department of Pharmacy. Therefore, it is necessary to examine the key performance indicators of the department, including student recruitment trends, adequacy of human resources, relevance of program of study, research output and service to society. Based on this assessment and management feedback the departmental action plan should be revised.

**Please ✓ what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Partially Compliant

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.*

The EEC following the visit to the Department, the discussion with the teaching and administrative staff and the students, as well as after careful evaluation of the provided material has come to the conclusion that the Department has the necessary infrastructure, administration staff and teaching facilities required to successfully run the programs it offers. The EEC recommends that substantial improvement should be made with regard to the expansion of the academic personnel to modern pharmacy disciplines, hiring highly competent scientists preferably as full-time personnel, although it acknowledges the difficulties to do so given the particularities of the country (e.g. language limitation). Also, it is strongly recommended that the laboratory facilities, both teaching and research, should be enriched in order to efficiently support the offered programs.

- The BSc and Master programs need reorganisation regarding compulsory and elective courses.
- Patient and societally orientated courses should be mandatory in the BSc and Master programs and the teaching staff should be expanded accordingly.
- The laboratory equipment should be substantially enriched, especially for the core pharmaceutical courses.
- Diploma work (involving research) should be included in the BSc program.
- External stakeholders should be more involved in monitoring and assessing all programs offered by the Department.
- International collaborations in research and teaching and student mobility should be enhanced in all programs offered by the Department..

The EEC recommends that for the suggestions for each program offered, reference should be made to the relevant program reports.



**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
Anna Birna Almarsdóttir	
Tomasz Pawiński	
Konstantinos Avgoustakis	
Niki Makri	

**Date:** 30.09.2022

