

Doc. 300.2.1

# External Evaluation Report (Institutional)

Date: 14th December 2023

- **Higher Education Institution:**  
European University of Cyprus
- **Town: Nicosia**
- **Institution Status: New**

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

## A. Introduction

An onsite visit for the External Evaluation Committee (EEC) was arranged by the European University of Cyprus (EUC) and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the 11th and 12th of December 2023. An intensive program of meetings and a walk around the facilities at the EUC was arranged for Day 1 as per the schedule below. Day 2 involved several visits to partners providing extra-mural training of veterinary medicine students and concluded with an exit discussion at the end of the day, also as per schedule below.

During the onsite visit several presentations were given to support and supplement documentation provided earlier by the CYQAA. In addition extra documentation in hard copies was made available during the site visit. A request was made by the EEC to obtain this extra documentation in digital format or to provide the hard copies in the meeting room of the hotel during the report writing and was fulfilled.

The chair of the EEC Professor Pieter Brama sadly could not travel due to a positive COVID test and the situation was discussed with the CYQAA. Virtual attendance was arranged for the Chair and a local Chair Professor Dušan Palić was appointed from the EEC members.

The site visit resulted in extensive questioning and discussion that provided clarity on certain matters and provided additional information for the EEC. In addition, requests were made for additional documentation such as strategic planning, program guides, budget information, business plans, examples of teaching materials, risk analyses for the new school and extramural content providers.

The site visit concluded with an exit discussion at the end of Day 2 and provided the EEC with an opportunity to exchange initial experiences and thoughts on matters assessed during the accreditation process of the new School of Veterinary Medicine. It also allowed the EEC to indicate the difficulties it encountered in its assessment due to the fact that the School is new and many important components to run a program such as Veterinary Medicine are not yet in place. The EEC also indicated that the current reports that are to be completed by the EEC are not tailored towards the accreditation process of a new School.

In conclusion, the onsite visit was well organised and provided significant additional information that supported the EEC in its report writing. In addition it was an enjoyable experience in a pleasant atmosphere and the EEC was able to meet an enthusiastic and ambitious management team and future staff of the future School of Veterinary Medicine.

### **Parallel sessions:**

Two sessions were taking place in parallel with the EEC (see session B and C) as per schedule below.

Session B involved a meeting of the EEC building facilities infrastructure member and the building facilities officer of the EUC to evaluate the building facilities. This was concluded as per

email below and the specific parts of the report as below are implemented in the presented report:

*From: Alexis Valiantis <avaliantis@modinosvrahimis.com>  
Subject: EUC - School of Veterinary Medicine  
Date: 11 December 2023 at 20:31:23 GMT  
To: 'Pieter Brama' <pieter.brama@ucd.ie>, 'Dusan Palic' <d.palic@fisch.vetmed.uni-muenchen.de>, 'Michael Thrusfield' <M.Thrusfield@ed.ac.uk>, "ikonomop@aua.gr" <ikonomop@aua.gr>, "michaelvet@live.com" <michaelvet@live.com>, 'Stefanos Hilides' <stephanos.hilides@gmail.com>, 'Katerina Evangelou' <evangelou.katerina@ucy.ac.cy>  
Cc: Emily Mouskou <emouskou@dipae.ac.cy>*

*Dear committee,*

*It was a pleasure to meet you all today. I would like to mention that I walked around the facilities with the school's representative Dr. Andreas Yiallouris and then we sat together and he gave me all required documentation which I found to be satisfactory.*

*I attach my report, please refer to pages 6, 7 and 8 of the attached report. I copy my final comments included in the report for easy reference:*

#### *Final Comments*

*The school will operate in newly built state of the art facilities. However, these are currently under construction, although almost completed. The school will also be using facilities from other buildings in the campus such as cafeteria, sports facilities, library etc. as explained in Chapter 1.1 here above.*

*It is therefore suggested that that the Agency grants an extension of time to the school, so that the works are completed and all the checks are made by the relevant authorities and appropriate certificates are issued.*

*It is noted that the Civil Engineer Evaluator is satisfied with the documentation submitted and with the evidence presented by the school.*

*For whatever question or clarification you may require please contact me. All my contact details are below.*

*Kind regards,*

*Alexis VALIANTIS | Civil Engineer | General Manager | Partner  
A.F. Modinos & S.A. Vrahimis Chartered Architects & Engineers  
75, Steliou Hadjipetri Street, Strovolos, P.O. Box 25479, 1310 Nicosia, Cyprus*

Session C involved a meeting of the EEC Welfare expert member with the students and welfare services of the EUC which was concluded as per email below and the specific parts of the report as below are implemented in the presented report.

**From:** Katerina Evangelou <evangelou.katerina@ucy.ac.cy>

**Subject: RE: EUC - School of Veterinary Medicine**

**Date:** 13 December 2023 at 19:38:36 GMT

**To:** Pieter Brama <pieter.brama@ucd.ie>

**Cc:** Dusan Palic <d.palic@fisch.vetmed.uni-muenchen.de>, Michael Thrusfield <M.Thrusfield@ed.ac.uk>, "ikonomop@aia.gr" <ikonomop@aia.gr>, Marios Michael <michaelvet@live.com>, Stefanos Hilides <stephanos.hilides@gmail.com>, Emily Mouskou <emouskou@dipae.ac.cy>, Alexis Valiantis <avaliantis@modinosvrahimis.com>

*Sorry for not answering sooner.*

*Yes that is correct, I didn't find any deficiencies. They have qualified and experienced administrative staff in all welfare offices offering high quality support and guidance to students.*

*Regards,  
Katerina*

**Κατερίνα Ευαγγέλου Συμεωνίδου /Katerina Evangelou Symeonidou**

*Υπεύθυνη Τομέα Προπτυχιακών Σπουδών / Head of Undergraduate Studies Sector*

*Υπηρεσία Σπουδών και Φοιτητικής Μέριμνας / Academic Affairs and Student Welfare Service*

*tel. +357 22894028 | [www.ucy.ac.cy/aasw](http://www.ucy.ac.cy/aasw)*

**From:** Pieter Brama <pieter.brama@ucd.ie>

**Sent:** Wednesday, December 13, 2023 9:00 AM

**To:** Katerina Evangelou <evangelou.katerina@ucy.ac.cy>; Pieter Brama <pieter.brama@ucd.ie>

**Cc:** Dusan Palic <d.palic@fisch.vetmed.uni-muenchen.de>; Michael Thrusfield <M.Thrusfield@ed.ac.uk>; ikonomop@aia.gr; Marios Michael <michaelvet@live.com>; Stefanos Hilides <stephanos.hilides@gmail.com>; Emily Mouskou <emouskou@dipae.ac.cy>; Alexis Valiantis <avaliantis@modinosvrahimis.com>

**Subject:** Re: EUC - School of Veterinary Medicine

*Dear Katerina,*

*Many thanks for your excellent overview regarding student welfare.*

*Reading from your report is it correct to conclude that you have not found any deficiencies?*

*Kind regards, Pieter Brama*

*On 12 Dec 2023, at 22:10, Katerina Evangelou <evangelou.katerina@ucy.ac.cy> wrote:*

*Dear all,*

*Please find attached my report (pages 7-10) for the Institutional Evaluation regarding Student Welfare.*

*At your disposal for any clarification you may require.*

*Regards,*

*Katerina*

***Κατερίνα Ευαγγέλου Συμεωνίδου /Katerina Evangelou Symeonidou***

*Υπεύθυνη Τομέα Προπτυχιακών Σπουδών / Head of Undergraduate*

*Studies Sector*

*Υπηρεσία Σπουδών και Φοιτητικής Μέριμνας / Academic Affairs*

*and Student Welfare Service*

*tel. +357 22894028 | [www.ucy.ac.cy/aasw](http://www.ucy.ac.cy/aasw)*

*[<image002.png><image003.jpg><image004.png>](#)*

*<Institutional\_evaluation\_en- Student Welfare.docx>*

## Onsite visit schedule:

**Doc. 600.4**

<b>Ref. Number:</b>	07.14.320.004, 07.14.327.111
<b>Institutional Evaluation:</b>	a) School of Veterinary Medicine b) The Department of Veterinary Medicine c) The Program of study "Veterinary Medicine (5 years/ 300 ECTS, Doctor of Veterinary Medicine (DVM))"
<b>Program of Study:</b>	ECTS, Doctor of Veterinary Medicine (DVM)"
<b>Institution:</b>	European University Cyprus
<b>Date of on-site visit:</b>	11 & 12 December 2023

### Subject: External Evaluation Committee (EEC) site visit

The site visit will take place according to the following indicative schedule and it can change according to the EEC's suggestions:

#### Day 1 (11 December 2023)

##### Concerning the process of the site visit

- All staff must be available in the School all the days of the site visit for any queries that may occur.
- The Institution should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.
- The institutions must ensure that all evidence presented during the site visits, has been clearly indexed and uploaded in the drive, at least two weeks prior to the site visit.
- The site visit will take place according to the following indicative schedule and it can change according to the EEC's suggestions.

10:00 – 10:10

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

	Full Name	Title/University
Chair	<b>Prof. Pieter Brama</b>	Head of Veterinary Clinical Sciences- University College Dublin
Member	<b>Prof. Dušan Palić</b>	Chair of Fish Diseases and Fisheries Biology, Faculty of Veterinary Medicine, Ludwig-Maximilians-University Munich
Member	<b>Prof. Michael Thrusfield</b>	Professor of Veterinary Epidemiology University of Edinburgh
Member	<b>Prof. J.A. Ikonopoulos</b>	Professor DVM, MSc., PhD, Dipl. ECVM, Dean of the School of Animal Sciences, Agricultural University of Athens, Founding President of the European College of Veterinary Microbiology EBVS □ European Specialist in Veterinary Microbiology
Member	<b>Dr. Marios Michael</b>	Cyprus Veterinary Council representative
Member	<b>Mr. Alexis Valiantis</b>	Infrastructure expert
Member	<b>Ms. Katerina Evangelou</b>	Student's services expert
Member (Student)	<b>Mr. Stefanos Cheilides</b>	Student Affairs Representative, University of Cyprus



## Session 1: The institutional profile, its structure and processes, infrastructure

### Part 1 (Parallel Sessions): 10:10 – 11:05

Session A	Session B	Session C
OMEGA Conference Room	Room M3	Dean's Office, Room 01
<p><b>A meeting of the EEC with the Rectorate of the Institution:</b></p> <ul style="list-style-type: none"> <li>• <b>Prof. Pieter Brama</b>, Chair</li> <li>• <b>Prof. Dušan Palić</b>, Member</li> <li>• <b>Prof. J.A. Ikonopoulos</b>, Member</li> <li>• <b>Prof. Michael Thrusfield</b>, Member</li> <li>• <b>Dr. Marios Michael</b>, Member</li> <li>• <b>Mr. Stefanos Cheilides</b>, Member</li> <li>• <b>Prof. Loizos Symeou</b>, Vice Rector of Academic Affairs &amp; Head of Internal Quality Assurance Committee (<b>Presenter</b>)</li> <li>• <b>Prof. Marios Vryonides</b>, Vice Rector of Research and External Affairs (<b>Presenter</b>)</li> <li>• <b>Prof. Elizabeth Johnson</b>, Dean, School of Medicine</li> <li>• <b>Prof. Dimitrios Raptopoulos</b>, Dean, School of Veterinary Medicine and Program Coordinator</li> <li>• <b>Dr. Kypros Protopapas</b>, Chair, Department of Veterinary Medicine</li> </ul>	<p><b>A meeting of the EEC building facilities infrastructure member of the EEC with Building facilities officer of the university:</b></p> <ul style="list-style-type: none"> <li>• <b>Mr. Alexis Valiantis</b>, Infrastructure expert</li> <li>• <b>Mr. Costas Papaconstantinou</b>, Director, Department of Information Systems and Operations</li> <li>• <b>Dr. Andreas Yiallouris</b>, Infrastructure Specialist</li> </ul>	<p><b>A meeting of the academic members and the Students' Welfare expert of the EEC with the Student Services and Welfare of the Institution:</b></p> <ul style="list-style-type: none"> <li>• <b>Ms. Katerina Evaggelou</b>, Student's services expert</li> <li>• <b>Ms Eleni Markantoni</b>, Director of Student Affairs</li> <li>• <b>Ms Christina Christou</b>, Planning and Reporting Specialist</li> </ul>

<i>Short presentation of the institution's</i>	<i>Q&amp;A session and site visit to examine:</i>	<i>Q&amp;A session</i>
<ul style="list-style-type: none"> <li>• Mission and strategic planning</li> <li>• Academic profile and orientation</li> <li>• Structure (council and senate, schools/departments/programs/ faculty and rank per schools/ departments/programs)</li> <li>• Charter/rules/regulations</li> <li>• Connecting with society</li> <li>• Development processes</li> <li>• Learning and Teaching Support Process</li> <li>• Teaching Staff recruitment and support</li> <li>• Research support policy and processes</li> <li>• International Relations</li> <li>• Budget and funds allocation per school/department</li> <li>• Overview of building facilities /infrastructure               <ul style="list-style-type: none"> <li>○ Special access for students with disabilities</li> <li>○ Recreation areas (cafeterias, restaurants)</li> <li>○ Fields, courts, gyms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Building facilities/infrastructure</li> <li>• Site plan</li> <li>• Operation licenses</li> <li>• Teaching rooms</li> <li>• Academic staff rooms</li> <li>• Administration offices</li> <li>• Labs</li> <li>• Libraries</li> <li>• Special access for students with disabilities</li> <li>• Recreation areas (cafeterias, restaurants)</li> <li>• Fields, courts, gyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Welfare Services</li> <li>• Students with disabilities</li> <li>• Mature students</li> <li>• Gender profile</li> <li>• Students' clubs/ organizations/associations etc.</li> <li>• Career services</li> <li>• Alumni</li> </ul>

[55 minutes]

## 5' EEC Internal Discussion

### 11:10 – 12:35

- A meeting with the Dean of the School of Veterinary Medicine, the Head of the relevant department and the programme/s Coordinator/s.

Short presentations of:

- The School's/Department's structure
- The programme's feasibility study
- The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- Presentation of the plans of the Veterinary Teaching Hospital.

[85 minutes]

Name	Presentation
Prof. Elizabeth Johnson	School Structure, Curriculum, Feasibility
Prof. Dimitris Raptopoulos	Admissions, Veterinary Teaching Hospital
Dr. Kypros Protopapas	Training Partners

### 5´ EEC Internal Discussion

#### 12:40– 12:50

- *Coffee break*

[10 minutes]

#### 12:50 – 13:55

The program's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development

- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- SWOT analysis and degree of compliance with the CYQAA standards

[65 minutes]

Name	Presentation
<b>Prof. Elizabeth Johnson</b>	Preclinical Teaching & Learning
<b>Prof. Dimitris Raptopoulos</b>	Clinical Training, SWOT Analysis
<b>Dr. Kypros Protopapas</b>	External Practical Training

### 5' EEC Internal Discussion

**14:00 – 15:00**

- Working lunch of the EEC, with the CYQAA Officer only

**15:00 – 15:55**

*[55 minutes]*

- A meeting with members of the teaching staff on each course for all the years of study (QA session).
  - 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.
  - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
  - Discussion on assessment criteria, samples of final exams or other teaching material and resources.

A/A	Teaching Staff	
1	<b>Prof. Dimitris Raptopoulos</b>	Anesthesiology
2	<b>Dr. Kypros Protopapas</b>	Equine Medicine & Surgery
3	<b>Dr. Serafeim C. Chaintoutis</b>	Infectious Diseases, Immunology, Microbiology
4	<b>Dr. Christos Karagiannis</b>	Veterinary Behavioural Medicine

5	<b>Dr. Sotiria Vouraki</b>	Farm Animal Husbandry- Genetics & Production
6	<b>Prof. Georgios Papadopoulos</b>	Neuroanatomy
7	<b>Dr. Kyriaki Markoulis-Zenonos</b>	Pathophysiology
8	<b>Dr. Kyriakos Chatzimisios</b>	Small Animal Surgery
9	<b>Prof. Itamar Grotto</b>	Epidemiology, Public Health
10	<b>Dr. Stephanos Christodoulides</b>	Nutrition and Metabolism
11	<b>Dr. Charalambos Filippou</b>	Immunology & Microbiology
12	<b>Dr. Charalambos Michaeloudes</b>	Biology, Medical Research
13	<b>Dr. Andreas Yiallouris</b>	Biology, Medical Research
14	<b>Dr. Theodoros Lytras</b>	Biostatistics, Epidemiology, Public Health
15	<b>Prof. Anastasis Stephanou</b>	Genetics, Cell & Molecular Biology
16	<b>Prof. Ioannis Patrikiotis</b>	Genetics, Cell & Molecular Biology
17	<b>Dr. Iva Tzvetanova</b>	Genetics, Cell & Molecular Biology
18	<b>Dr. Panagiota Christodoulou</b>	Pharmacology

#### 5' EEC Internal Discussion

16:00 – 16:10

- *Coffee break*

[10 minutes]

16:10– 16:35

- A meeting only with members of the administrative staff.

[25 minutes]

Full Name	Position
<b>Ms. Eleni Markantoni</b>	Director of the Office of Students Affairs
<b>Mr. Stephanos Theodossiou</b>	Head of Admissions
<b>Ms. Christina Kolatsi</b>	International Student Advisor, Department of Enrolment
<b>Mr. Constantinos Anastasiou</b>	Network Operations Manager, Department of Information Systems and Operations
<b>Mr. Theodoros Tzitzimbourounis</b>	Head Librarian
<b>Ms. Tasoulla Jensen</b>	Administrator, School of Medicine

<b>Ms Maria Charalambidou</b>	Administrative Assistant, School of Medicine
<b>Dr. Andreas Yiallouris</b>	Infrastructure Specialist
<b>Ms Sophia Themistocleous</b>	Lab Technician
<b>Mr George Shiamakkides</b>	Lab Technician
<b>Mr Pavlos Stavrou</b>	Lab Technician

#### 5´ EEC Internal Discussion

16:40 – 17:15

- A meeting **ONLY** with students and graduates only from similar programmes (5 – 15 participants). List attached. *[35 minutes]*

	<b>NAME</b>	<b>STUDENT/GRADUATE</b>
1	<b>Ms. Andri Louca</b>	Student (Medicine, MD)
2	<b>Ms. Tabarak Alshaban</b>	Student (Medicine, MD)
3	<b>Ms. Mara Potamianaki</b>	Student (Medicine, MD)
4	<b>Mr. George Agriodimos</b>	Student (Medicine, MD)
5	<b>Ms. Christopha Habarurema</b>	Student (Medicine, MD)
6	<b>Ms. Laila Suzanne Solvang</b>	Student (Medicine, MD)
7	<b>Mr. Dionysios Kytos</b>	Student (Medicine, MD)
8	<b>Ms. Asimina Karamanou</b>	Student (Medicine, MD)
9	<b>Ms. Ifigenia Sakki</b>	Student (Medicine, MD)
10	<b>Ms. Irene Kotzampasi</b>	Student (Medicine, MD)
11	<b>Ms. Dimitris Sergetzis</b>	Student (Medicine, MD)
12	<b>Mr. Dimitris Naziris</b>	Student (Medicine, MD)
13	<b>Dr. Antonis Kyrmizis</b>	Graduate (Medicine, MD)
14	<b>Dr. Stavroulla Bernitsa</b>	Graduate (Medicine, MD)
15	<b>Dr. George Philippou</b>	Graduate (Medicine, MD)
16	<b>Dr. Yvonne Tuszing</b>	Graduate (Medicine, MD)

#### 5´ EEC Internal Discussion



## 17:20 – 18:25

- On site visit to the premises of the institution (i.e. library, labs, teaching rooms, research facilities). *[65 minutes]*

Name	Position
<b>Prof. Loizos Symeou</b>	Vice Rector of Academic Affairs
<b>Prof. Elizabeth Johnson</b>	Dean, School of Medicine
<b>Prof. Dimitris Raptopoulos</b>	Dean, School of Veterinary Medicine and Program Coordinator
<b>Dr. Kypros Protopapas</b>	Chair, Department of Veterinary Medicine
<b>Mr. Costas Papaconstantinou</b>	Director, Department of Information Systems and Operations
<b>Dr. Andreas Yiallouris</b>	Infrastructure Specialist

## 5' EEC Internal Discussion

## Day 2 (12 December 2023)

Note to EEC: 09:00am meet at the Hotel entrance. Transportation to be provided thereafter to the different sites.

	Full Name	Title/University
Chair	<b>Prof. Pieter Brama</b>	Head of Veterinary Clinical Sciences- University College Dublin
Member	<b>Prof. Dušan Palić</b>	Chair of Fish Diseases and Fisheries Biology, Faculty of Veterinary Medicine, Ludwig- Maximilians-University Munich
Member	<b>Prof. Michael Thrusfield</b>	Professor of Veterinary Epidemiology University of Edinburgh
Member	<b>Prof. J.A. Ikonopoulos</b>	Professor DVM, MSc., PhD, Dipl. ECVM, Dean of the School of Animal Sciences, Agricultural University of Athens, Founding President of the European College of Veterinary Microbiology EBVS-European Specialist in Veterinary Microbiology
Member	<b>Dr. Marios Michael</b>	Cyprus Veterinary Council representative
Member (Student)	<b>Mr. Stefanos Cheilides</b>	Student Affairs Representative, University of Cyprus
EUC	<b>Prof. Loizos Symeou</b>	Vice Rector of Academic Affairs
EUC	<b>Prof. Elizabeth Johnson</b>	Dean, School of Medicine
EUC	<b>Prof. Dimitris Raptopoulos</b>	Dean, School of Veterinary Medicine and Program Coordinator
EUC	<b>Dr. Kypros Protopapas</b>	Chair, Department of Veterinary Medicine



- Travel and visit at **Fishery Partner – Blue Island Plc (Depending on Weather)**

**9:00 – 10:00 (60 min driving)**

**10:00 – 10:50 (visit)**

<https://www.google.com/maps/@34.7091828,33.2875023,5610m/data=!3m1!1e3?entry=ttu>

- Travel and visit at **Porcine Partner – L.A. TOP Genetics LTD**

**10:50 – 11:30 (40 min driving)**

**11:30 – 11:50 (visit)**

<https://www.google.com/maps/place/%CE%9A%CE%BF%CF%84%CF%83%CE%B9%CE%AC%CF%84%CE%B7%CF%82+2564,+%CE%9A%CF%8D%CF%80%CF%81%CE%BF%CF%82/@35.0037051,33.315319,349m/data=!3m1!1e3!4m6!3m5!1s0x14de1e00905af85d:0xe6ab262f81ac5f59!8m2!3d35.0128665!4d33.3499895!16s%2Fm%2F064qf09?entry=ttu>

- Travel and visit at **Bovine Partner – LK Dairy Farm LTD**

**11:50 – 12:20 (30 min driving)**

**12:20 – 12:50 (visit)**

**13:00 – 14:00**

- Working lunch of the EEC, with the CYQAA Officer only

- Travel and visit at **Vita Trace Nutrition**

**14:00 – 14:15 (15 min driving)**

**14:15 – 14:40 (visit)**

<https://www.google.com/maps/@34.71e37e>

- Travel and visit at **Abattoir- Cypra Ltd**

**14:40 – 15:10 (30 min driving)**

**15:10 – 15:40 (visit)**

<https://www.google.com/maps/place/Cypra+Ltd/@35.0699823,33.1060759,698m/data=!3m1!1e3!4m6!3m5!1s0x14e0aa914e34ad97:0x973d2c7d52bc6ef3!8m2!3d35.0700679!4d33.1075136!16s%2Fg%2F11r8b9mtf?entry=ttu>

- Travel and visit at **Equine Partner – MJSC Sports Ltd**

**15:40 – 15:55 (15 min driving)**

**15:55 – 16:15 (visit)**

<https://www.google.com/maps/place/The+Grammar+School,+%CE%94%CE%B5%CF%85%CF%84%CE%B5%CF%81%CE%AC+2450,+%CE%9A%CF%8D%CF%80%CF%81%CE%BF%CF%82/@35.1066271,33.2552553,257m/data=!3m1!1e3!4m6!3m5!1s0x14de1cc7be616855:0xa1363ff2333d19f7!8m2!3d35.0912334!4d33.2710782!16s%2Fg%2F11b8tdsq8x?entry=ttu>

Travel back to EUC premises

**16:30 – 16:40**

- *Coffee break* **[10 minutes]**
- *A meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before the Exit Discussion*

**[20 minutes]**

*A meeting with the Head of the relevant department, the coordinator of the programme - and the Director of Academic Quality and Compliance Exit Discussion (questions, clarifications).*

**[30 minutes]**

**Notes:**

- **All staff must be available in the School both days of the site visit for any queries that may occur.**
- **The Institution and the School of Veterinary Medicine should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.**

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Pieter Brama	Remote Chair	University College Dublin
Prof. Dušan Palić	On Site chair / member	Ludwig Maximilians University Munich
Prof. Michael Thrusfield	Member	University of Edinburgh
Prof. John Ikonopoulos	Member	Agricultural University of Athens
Mr. Stefanos Hilides	Member (student)	University of Cyprus
Dr. Marios Michael	Member	Cyprus Veterinary Council

<i>Name</i>	<i>Position</i>	<i>University</i>
Mr. Alexis Valiantis	Member	Infrastructure Expert
Ms. Katerina Evangelou	Member	Student's services expert

## C. Building Facilities - Student Welfare Services - Infrastructure

### 1. Building facilities

#### 1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses		Yes / No	
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities	No	
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes	

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

The School representatives have provided most of the required data to the satisfaction of the Evaluation Committee.

Most of the school's operations will be hosted in the newly built extension which is almost completed. More precisely, the school's facilities will be hosted in the following buildings:

1. 1<sup>st</sup> floor of the existing building will host the following functions:
  - a. Wet Labs εργαστήρια βιοχημείας και κυτταρικής βιολογίας και μικροβιολογίας και ερευνητικά εργαστήρια
  - b. Amphitheatres, classrooms and pc labs.
  - c. Administration and management offices
  
2. 2<sup>nd</sup> floor of the existing building will host the following functions:
  - a. Wet Labs, biochemistry lab, cell biology lab, microbiology lab and research labs, pharmacology labs, microscopy labs.
  
3. Ground floor of the existing building will host the following functions:
  - a. Student affairs
  - b. Admissions
  - c. Reception
  - d. Bursar's office
  
4. New extension building, 1<sup>st</sup> floor will host the following functions:
  - a. This will be the main building hosting the veterinary school.
  - b. Animal structure and function lab
  - c. Skills training lab
  - d. Farm like simulation lab
  - e. Surgical simulation lab
  - f. Lecture hall
  - g. Virtual imaging and microscopy lab
  - h. Advance simulation scenario room.
  
5. New building 2<sup>nd</sup> floor will host the following functions:
  - a. Biochemistry labs
  - b. Cell biology lab
  - c. Multidisciplinary research lab

- d. Student's study room.
  
- 6. Phileleftheros building (Block B) 2<sup>nd</sup> floor
  - a. Scientific collaborators offices (part time faculty)
  
- 7. Block 1 - West Block (old building)
  - a. Cafeteria
  
- 8. Block 2 - North Building
  - a. Ground floor – pc labs and lecture rooms
  - b. 1<sup>st</sup> floor – lecture rooms and amphitheatres
  - c. 2<sup>nd</sup> floor – library and study room
  
- 9. East Block
  - a. Ground floor – Copy centre
  - b. 1<sup>st</sup> and 2<sup>nd</sup> floor – Classrooms and lecture halls.
  
- 10. Sports centre
  - a. Indoor sports centre
  
- 11. Student parkings
  - a. Existing building basement
  - b. New building (extension) basement
  - c. Parking spaces around old building

**The following issues are to be noted:**

1.1.2 Major part of the school premises is currently under construction 98% complete pending final approval by the fire dept, and final check of the electrical installations by the Electricity Authority.

1.1.3 The certificates for the new building extension are pending but are due for completion soon.

## 1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

The school's representatives have submitted the required documentation to the satisfaction of the evaluators.

### Final Comments:

The school will operate in newly built state of the art facilities. However, these are currently under construction, although almost completed. The school will also be using facilities from other buildings in the campus such as cafeteria, sports facilities, library etc. as explained in Chapter 1.1 here above.

It is therefore suggested that the Agency grants an extension of time to the school, so that the works are completed, and all the checks are made by the relevant authorities and appropriate certificates are issued.

It is noted that the Civil Engineer Evaluator is satisfied with the documentation submitted and with the evidence presented by the school.

## 2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

The administration staff that supports the Student Welfare Services appears to be adequate for the number of prospective students in the Institution under evaluation.

In addition to the central Student Welfare and Support Services, guidance and support on academic issues are also available from the Programme coordinators and Course Instructors within the Veterinary Medicine School.

### 1. Special access for students with disabilities:

EUC has procedures, mechanisms and high-quality infrastructures to accommodate students with disabilities (PwD) and ensures equal access to academic studies. Moreover, students in need of personal counselling can contact the Office of Student Affairs to arrange a confidential, one-on-one meeting, with a qualified professional. A



counsellor is available on campus for consultation by appointment throughout the academic year.

## 2. Recreation areas:

The EUC provides many facilities and activities for on-campus recreation, including indoor athletic centre, health centre multi-venue, indoor pool and a gym. Students can use these facilities for free.

The EUC operates a high-quality restaurant and cafeterias on campus, serving the University Community. There is also a Cultural Center that consists of an indoor amphitheatre and a modern exhibition hall.

## 3. Policy and statutes for academic student support:

The Student Advising Center assigns students to individual Academic Advisors who provide assistance and support services to students on a range of matters including academic and personal issues. In addition to this, a pre-clinical and clinical advisor will be assigned to students of Veterinary Medicine in order to ensure that all requirements are correct and complete, including reviewing evaluation, grades, graduation requirements, and rotation schedules.

## 4. Policy and statutes for financial student support:

The EUC offers a substantial number of scholarships to students based on different criteria including, academic/athletic excellence.

There is a sufficient EUC policy for students who experience financial difficulties.

## 5. Counselling services:

The Center of Applied Psychology and Personal Development is offering psychological and counselling services to the members of EUC free of charge.

## 6. Career office:

The EUC Career Centre offers the necessary information to students and graduates on

relevant work vacancies and provides support on personal development plans.

The EUC Career Advisor consults interested students in matters such as employment sectors, CV preparation, Job Search Methods, interview preparation, decision-making matters, and information on labour market trends. Additionally, EUC organises career exhibitions, seminars, and workshops.

#### 7. Service linking the institution with business

The EUC has efficient services and strong access to the relevant job-market.

#### 8. Mobility office:

All students and full time staff can participate in all schemes of the Erasmus+ program.

Students can also choose to go abroad for internships, which is sufficiently supported by an Erasmus Academic Coordinator.

#### 9. Student clubs/organisations/associations:

The EUC offers a variety of clubs and student Associations, interuniversity teams, sports, and student government. Extra-curricular activities ranging from Legal Rhetoric Speech Competition, Seminars, various Informational Days, BBQs, Parties, Excursions and Festivals, complement an active campus life and offer ample opportunity for fun and memories. In addition, the Student Affairs Department develops a Calendar of Activities on a yearly basis and is published online at the beginning of each academic year.

#### 10. Other services:

##### Visa for international students

The Student Affairs Department guides future international students in relation to the procedure to acquire a student visa.

##### Student Identity Card

The Student Identity Card is issued for all EUC students and is linked to student benefits.

##### Veterinary Student Orientation Program

All new students will be introduced to the Veterinary Medicine School curriculum, policy and activities during the Veterinary Student Orientation Program which will take place the week before classes start.

### Housing Office

The European University Cyprus Housing Office collaborates closely with independent contractors to satisfy different student needs. Several housing options are available in very close proximity to the University and offer elegant apartments and studio flats. All of the housing facilities are situated within 300 meters from campus at reasonable cost

### 3. Infrastructure

Choose **Satisfactory** or **Poor** or **Unsatisfactory** depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	<b>Satisfactory</b>
3.2	Computers available for use by the students	<b>Satisfactory</b>
3.3	Technological support	<b>Satisfactory</b>
3.4	Technical support	<b>Satisfactory</b>

**Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.**

D:

## 1. Institution'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**

**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		
1. Institution's academic profile and orientation		
<b>1.1 Mission and strategic planning</b>		<b>1 - 5</b>
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	N/A
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	1
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	N/A
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	N/A
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	N/A
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	N/A
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	N/A
1.1.1 Based on the information provided to the EEC, the certain field is N/A for the Programme because it is not yet operational.		

1.1.2 The Institution under evaluation does not have a strategic plan and therefore is not compliant.

1.1.3-7 The EEC is not in position to credibly assess these fields based on the available information and therefore are marked as N/A.

## 1.2 Connecting with society

1 – 5

1.2.1 The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.

2

1.2.2 The Institution provides sufficient information to the public about its activities and offered programmes of study.

N/A

1.2.3 The Institution ensures that its operation and activities have a positive impact on society.

N/A

1.2.4 The Institution has an effective communication mechanism with its graduates.

N/A

1.2.1 The provided information does not convincingly document that, at this stage, this parameter has been effectively addressed by the Institution under evaluation. The provisions in place at the level of the University are not fully relevant.

1.2.2 - 1.2.4 The fields are currently N/A for the Programme because it has no graduates. The relevant provisions in place at the level of the hosting University were convincingly presented and are suitable.

## 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 research and effectively carry out their work.

3

1.3.2 The Institution has a two-year growth budget that is consistent with its strategic planning.

1

1.3.3 Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.

1

1.3.4 The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.

4

1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	4
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	1

1.3.1 Though the provisions in place are convincing, the respective requirements are not consistent with most internationally recognised institutions, in connection with the achievements and track record of teaching and research staff, particularly with regards to the ranks of Assistant and Associate Professor.

1.3.2, 1.3.3 and 1.3.6 The relevant information was not provided.

**Additional issues addressed:**

- Expected number of Cypriot and international students

This information is not available in the provided documentation but the EEC was informed upon questioning during the onsite visit that the aim is to start with one or two cohorts ( as described in the provided documentation containing 20 students), meaning that either 20 or 40 students will be the first intake of students.

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

Recruitment of students has not started yet (as also not allowed by the CYQAA) and therefore this information is not available.

**Findings**

1. A strategic plan and a two-year growth budget are not provided.
2. The provisions in place do not sufficiently document that the Institution under evaluation has sufficiently effective mechanisms to assess the needs and demands of the society or that the operations of this Department have a positive impact on the latter.
3. The provisions in place to attract and select teaching staff do not convincingly indicate that the relevant internationally applicable requirements have been fully taken into consideration.

**Strengths**

Sufficiently effective strategy on attracting high level students from Cyprus and abroad.

## Areas of improvement and recommendations

1. Increase requirements for hiring and promotion of teaching and research personnel in connection with years of teaching experience, coordination/participation in international research projects and number of publications, for Assistant and Associate Professors.
2. Adopt a formal policy to regularly assess the needs and demands of society as well as that the operations of this Institution have a positive impact on the latter, in line with the applicable provisions of quality assurance, including responsibility, method of monitoring, indicators of monitoring, mechanism of revision, risk assessment analysis, and contingency measures.

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

Sub-Area	
1.1 Mission and strategic planning	Not applicable
1.2 Connecting with society	Non-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 Ensuring quality 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 Institution has a policy for quality assurance that is made public and forms part of its strategic management.	<b>3</b>
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	<b>4</b>
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	<b>5</b>
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
	2.1.4.1 The teaching and learning	<b>3</b>
	2.1.4.2 Research	<b>3</b>
	2.1.4.3 The connection with society	<b>3</b>
	2.1.4.4 Management and support services	<b>4</b>
2.1.5	The quality assurance system promotes a culture of quality.	<b>4</b>

2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	N/A
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	4
2.1.8	Graduates receive documentation explaining the qualification gained.	4

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

### 2.1.1 The Institution has a policy for quality assurance that is made public and forms part of its strategic management. (3)

There is a document developed by the institution addressing multiple components of Quality Assurance (QA Guide 2023), and while this document is well written, there are areas that have not been sufficiently elaborated on certain aspects of quality control procedures in place (see below). Furthermore, in the specific situation of being a new institution, the instructions from the accrediting body are that there is no option for public access of this QA guide.

The QA guide document overall presents with information related to QA responsibilities that would be assigned to specific positions within the school (e.g., dean, faculty coordinators, department head, etc). In many cases, the responsibility is listed within a committee's task (and there is a specific committee such as QA control committee).

However, there is insufficient information describing the QA/QC structure of the new school, including lack of detailed descriptions of the QA/QC committee membership, tasks and responsibilities. For example, there is not enough information about procedures in place related to continuing review and feedback of the supporting documents and corrective actions. Similarly, the information about sharing the information/feedback to QA/QC target audiences is not mentioned in detail.

### 2.1.4 The quality assurance system adequately covers all the functions and sectors of the Institution's activities:

#### 2.1.4.1 The teaching and learning (3)

#### 2.1.4.2 Research (3)

#### 2.1.4.3 The connection with society (3)

Similar to the general comment above at 2.1.1., special sub-sections of the QA in areas 2.1.4.1-3 are mentioned in the QA guide, however without detailed explanations about the process/protocols/procedures in place to support the activities of the QA/QC committee(s).

### 2.1.6 The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification. (NA)

As this is a new school undergoing its first accreditation process, there are no students yet and publication of the documents is not allowed.

## 2. Quality assurance

### 2.2 Ensuring quality 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 Institution lies with the teaching staff.

4

2.2.2 The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.

4

2.2.3 The quality control system refers to specific indicators and is effective.

N/A

2.2.4 The results from student assessments are used to improve the programmes of study.

N/A

2.2.5 The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.

N/A

2.2.6 The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.

N/A

2.2.7 The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.

N/A

2.2.8 The Institution ensures that effective methodology is applied in the learning process.

4

2.2.9 The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.

N/A

2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	3
2.2.10.2	Library	5
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	3
2.2.10.4	Technological infrastructure	4
2.2.10.5	Support structures for students with special needs and learning difficulties	4
2.2.10.6	Academic Support	4
2.2.10.7	Student Welfare Services	4

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

### **2.2.3 The quality control system refers to specific indicators and is effective.(N/A)**

The QA Guide does not offer sufficient information to fully determine specific indicators used in QC, and effectiveness can not be estimated as the evaluated institution has not yet started.

### **2.2.4 The results from student assessments are used to improve the programmes of study. (N/A)**

There are no results from student assessments as the institution is not yet operational.

### **2.2.5 The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. (N/A)**

The plagiarism policy is mentioned and described in received documentation, however the effectiveness can't be determined as the institution has not yet started.

### **2.2.6 The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. (N/A)**

While grievances procedure steps are described in some detail in the documentation, their effectiveness can't be evaluated as the school has not yet started.

### **2.2.7 The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of**

**these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information. (N/A)**

The EEC has been informed by the CYQAA officer that the institution is not allowed to publish any information as it has not started.

**2.2.9 The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. (N/A)**

The institution has not yet started the program. The relevant policy is mentioned in the documents.

**2.2.10 The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:**

**2.2.10.1 Building facilities (3)**

**2.2.10.3 Rooms for theoretical, practical and laboratory lessons (3)**

The building facilities are under construction, and therefore only partially compliant.

## Findings

The EEC had meetings with a number of school representatives from different levels, and discussed the QA/QC process, policies, procedures and available documents to an extent allowed by limited time of the in-person visit. From the institutional documentation made available to the EEC before and during the visit, the examples provided were supportive of the existing QA/QC system planned for the new school, and based on existing and accredited institutions from the same University. Therefore, the overall situation regarding general QA/QC awareness and applicability to the new School of Veterinary Medicine supports the overall positive attitude of the EEC on this matter.

## Strengths

Strengths that are obvious from the received documentation and communication with the school members are based on the successful accreditations and establishments of two similar schools within the last several years (School of Dentistry 2 years ago and School of Medicine in 2007). The development of policies and procedures (P&P) necessary for the QA/QC environment in the new school, are or will be based on the P&P of the existing schools, providing an excellent opportunity to adapt and apply corrections from previous experiences.

## Areas of improvement and recommendations

This is a new school and multiple statements addressing components of the QA/QC system in this report are not applicable or not fully applicable to the existing situation. The EEC finds that available documentation and information collected during the visit support partial compliance with the sub areas listed below.

Several areas require data collection during the running of the program, since the program has not started this information is not available and therefore these are either N/A or making areas only partially compliant.

One area of improvement that needs attention is the formalisation of the QA/QC policies and procedures as part of, or as separate documents attached to the QA Guide that was shared with the EEC. In this document a full description of step-by-step procedures addressing different areas and levels of quality control and quality assurance will need to be described, with applicable diagrams, flow charts of different situations and documentation/information to be collected, examined, and used in the QA/QC procedures.

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

Sub-Area	
2.1 System and quality assurance strategy	<b>Partially compliant</b>
2.2 Ensuring quality for the programmes of study	<b>Partially compliant</b>

### 3. Administration (ESG 1.1)

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>3. Administration</b>		<b>1 - 5</b>
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	<b>5</b>
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	<b>N/A</b>
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	<b>5</b>
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	<b>4</b>
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	<b>N/A</b>
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	<b>N/A</b>
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	<b>N/A</b>
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	<b>4</b>



3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2, 3.5-3.6 The criteria are not applicable because the Institution is not operational.

### Findings

The academic and administrative structure of the Institution under evaluation are of very good quality and aligned to the internationally applicable requirements.

### Strengths

Significant experience exists in academic and administrative structures due to the experience obtained in the running of comparable schools in the EUC in health sciences such as medicine and dentistry.

### Areas of improvement and recommendations

-

Please select what is appropriate for the following assessment area:

Assessment Area	
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 Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	<b>4</b>
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	<b>N/A</b>
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	<b>4</b>
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	<b>5</b>
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	<b>5</b>

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

4.1.2 This is a new programme and no students are available therefore this criteria cannot be evaluated and has been marked as N/A.

<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	<b>N/A</b>
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.	<b>4</b>
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	<b>N/A</b>
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	<b>N/A</b>
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	<b>N/A</b>
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>4.2.1, 4.2.3, 4.2.4 and 4.2.5 are N/A while the program is not operational yet and therefore cannot be evaluated.</p>		

## Findings

The programme has yet to run. As such, any metrics relating to ongoing development and assessment of the programme are premature and therefore not applicable.

Noting the current status of the programme, the submission is very comprehensive and provides a sound footing for an excellent veterinary Degree. Curricular deficiencies are minor.

## Strengths

A major strength of the programme, at this early stage, is the attention to detail with all aspects of delivery: curriculum design, delivery and support.

## Areas of improvement and recommendations

At this stage, there are no major areas of improvement. The proposed curriculum is very big and so may need to be re-visited, in terms of how much can actually be taught in the time when the programme runs. Attention will need to be paid to servicing anatomy and large-animal surgery teaching.

The EEC was informed that no animal materials or cadavers would be allowed on site of the EUC and the program has focussed and invested heavily in animal models. Nevertheless, the EEC feels there is additional benefit to certain ethically sourced healthy animal materials to be used in

teaching the veterinary medicine programme (for instance unused slaughter/cadaver material such as equine lower limbs, urogenital tracts, udders, lungs/hearts etc.).

In the proposed curriculum it is not clear in which of the surgery modules (farm, equine or small animal surgery) general surgical skills are thought. Since there is considerable overlap between species the introduction of a general surgery module to teach general surgical skills such as gloving and gowning, suture patterns and materials, instruments etc. might enhance the curriculum even further.

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

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

## 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		
<b>5. Teaching Staff</b>		<b>1 - 5</b>
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.	2
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	2
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	2
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.	2
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	2
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.	2
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.	N/A
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	2
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	2

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

5.1-5.6, 5.8, 5.9. The provided information generates considerable concern about whether the school under evaluation is **at this stage** aligned to the specified requirements. However, the plan for future development of the school seems to be sufficient to address these gaps.

5.7 Not applicable because the school is not operational.

The EEC is not in position to credibly record, based on the information provided, any of the following that is referenced in the EEC report by the CYQAA:

- 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

## Findings

1. The information provided in connection with qualifications, field of specialisation, degree of involvement, and role of the academic staff assigned to the programme generates considerable concern about whether they are fully aligned to achieving its objectives and learning outcomes or sufficiently ensure high quality and sustainability. Though based on the Principles and Standards of Evaluation of Faculty “effective teaching is given the greatest weight and other factors cannot compensate for failure to satisfy it” (Programme of Veterinary Medicine, Quality Assurance Guide, Principles and Standards of Evaluation of Faculty, Page 102), the qualifications and professional record of certain members of the teaching personnel do not document teaching experience. Furthermore, most of the staff assigned to deliver the syllabus of Veterinary Medicine have no teaching experience in Animal Science.

2. The information provided does not sufficiently document that recognized visiting teaching staff are engaged to the programme, or that there are provisions in place for staff of the certain category to contribute to furthering teaching and research standards within the newly formed school, in line with relevant international ‘state-of-the-art’. Notably, an emeritus Professor of Veterinary Anatomy is involved in the programme as Academic Advisor, which is fully consistent with his long teaching and research experience. However, the certain position is reported to correspond to full time employment consisting of teaching, research, and administration, at 50%, 30%, and 20%, respectively (Doc 200.2, Application for Institutional Evaluation, Academic Teaching Staff, Page 138,) which is not fully in line with the purpose of recruitment of visiting teaching staff or academic advisors. The same can be stated in connection with the staff identified as research collaborators who are also reported to be engaged full time in the programme, with activities that involve administration and research, in addition to teaching. These members of the staff seem to be expected to deliver almost the entire spectrum of subjects that are specific to veterinary medicine, since except for the Department Dean who is a

veterinarian engaged as Professor, the rest of the teaching staff of the programme under evaluation, belong to the Department of Medicine and come from non-Veterinary Medicine disciplines. Notably, there are 4 members of the teaching staff (Banos George, Chatzimisios Kyriakos, Kyriakaki Zenonos, and Ittamar Grotto), whose position in, or relevance to, the new school are not clearly determined.

3. Considering that the Institution under evaluation consists only of one permanent staff, it cannot be stated without serious reservations that, at this stage, the teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study in a subject as demanding and broad as that of Veterinary Medicine.

4. The provided information indicates that the number of the staff involved in the programme as research collaborators and academic advisors exceeds, at this stage, that of permanent staff.

5. The research activities of several members of the teaching staff fall in fields that are relevant but not closely related to the programme's courses.

## Strengths

1. The Institution applies fair, clear, and transparent processes for the recruitment and development of the teaching staff.

2. There are adequate provisions in place to ensure that the teaching staff will be regularly engaged in professional and teaching-skills training and development.

3. The teaching staff have valid collaborations in the fields of teaching and research with other Higher Education Institutions in Cyprus and abroad.

4. Scholarly activity to strengthen the link between education and research is encouraged and a balance between the two is maintained through teaching hour reduction for personnel that excel in the latter.

5. The information provided in connection with the percentage of involvement of the teaching staff in teaching and research documents sufficiently that the allocation of teaching hours compared to the time for research activity is appropriate.

## Areas of improvement and recommendations

1. It is strongly recommended to substantially increase the number of permanent and tenured staff of the School of Veterinary Medicine with scientists with proven experience in research and independent teaching in Veterinary Medicine and the broader subjects of Animal Science. Weight should be given to their competence in the use of modern teaching methods, including online examination platforms and e-learning tools.

2. It is recommended to engage visiting teaching staff based on their recognized teaching and research experience in state-of-the-art subjects in veterinary medicine. The purpose of the

recruitment of these personnel should be to provide support to the teaching staff of the Institution, adding to the programme's scientific merit and international approach.

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

<b>Assessment Area</b>	
5. Teaching staff	<b>Non-Compliant</b>



## 6. Research

(ESG 1.1, 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 Institution has a research policy formulated in line with its mission.	N/A
6.2	The Institution 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.	N/A
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	N/A
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	N/A
6.6	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 Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.7	The Institution 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.	3
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	3
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	3

6.11	The programmes of study implement the Institution's recorded research policy.	N/A
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The CEE was informed that there is at present no research policy for the School of Veterinary Medicine available and therefore several questions referencing the non-existent research policy are deemed non-applicable by the CEE. However, the CEE has noted the excellent content of the research policy of the EUC in general. Extensive information is provided in this document that most likely will be applicable to future research taking place in the School of Veterinary Medicine. Areas such as research ethics, good research practices, intellectual property, rules governing external and internal research funding etc. are all covered appropriately. Therefore the remaining questions have been scored partially compliant based on the assumption that a similar policy will be developed specifically for the institution under review.

## Findings

The onsite visit demonstrated the excellent facilities that are available in the EUC for research. Clear commitment of management to research was demonstrated in the provided documentation and during the onsite visit. In addition, an excellent and transparent research reward system has been developed in the EUC that will also be applied in the new school under evaluation. However, it is also indicated that the other academic pillars such as education and contribution will take priority during the initial phases of development of the program.

## Strengths

An excellent general research policy is in place for the EUC to build upon.

A clear and transparent award system for staff for research output

Future commitment to research of the School of Veterinary Medicine in conjunction with the School of medicine and Dentistry with the potential for real integration of the One Health principle.

Excellent facilities and support structures already in place for other programs that can be used by the veterinary programme.

The veterinary programme seems innovative and state of the art regarding the use of digital resources and high fidelity models in its teaching, combined with an extensive and varied use of assessment methodologies provides a real educational research opportunity for EUC staff. The potential close integration of 3 medical disciplines makes this potentially even more unique.

## Areas of improvement and recommendations

A specific research policy for the School of Veterinary Medicine should be produced, specifically taking into account the specific challenges related to veterinary research, veterinary staff and its integration into the one health concept. In fact, a one health research policy integrating the different schools might be an innovative approach on research for the EUC.

An initial focus away from research towards development of the program and teaching is understandable but might cause issues for new staff with an active high research profile. Career progression, funding competitiveness and retention of staff might be some of these issues.

A specific focus to support research performance for clinicians will be required in the future since it has been internationally notoriously difficult to engage more clinically oriented staff in research.

The EEC was not able to assess the full potential of research amongst staff since recruitment for the new program is far from complete.

The EEC during the onsite visit requested key parameters of research output for the school of veterinary medicine but understandably due to the prospective nature of the new program these parameters are not available. It is important however to start monitoring key performance indicators of research asap so research strategy and policy can dynamically make use of these data.

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

Assessment Area	
6. Research	<b>Partially compliant</b>

## 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 institution has sufficient financial resources to support its functions, managed by the Council/Senate.	<b>N/A</b>
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	<b>N/A</b>
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	<b>N/A</b>
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	<b>N/A</b>
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	<b>N/A</b>
7.6	The Institution's external audit and the transparent management of its finances are ensured.	<b>N/A</b>
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	<b>N/A</b>

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

The School of Veterinary Medicine obviously receives financial support by the EUC, proven by the large investments in infrastructure and facilities that could be observed during the onsite visit. However no strategic or budgetary planning has been provided before or during the onsite visit with regard to the School of Veterinary Medicine. The EEC asked repeatedly for this specific information since it indicated that otherwise specific questions of the CYQAA relating to financial planning and resourcing of the program could not be answered. Therefore, questions have been determined non applicable since the information was not available.

Nevertheless, based on impressions by the EEC during the onsite visit and the financial health of the EUC and the mother company Gallileo Global Education it is likely that the School of Veterinary Medicine would be appropriately resourced to sustain its development and running.

## Findings

The documentation provided, specifically the quality assurance guide 2023, provides very limited or no information regarding actual financial resources available to the new school. During the onsite visit budget information for the new school and financial planning were requested but did not come available. Therefore, assessing the financial health and/or the sustainability of the program is not clear for the EEC.

Nevertheless, the onsite visit demonstrated significant investment into the new program and therefore the EEC assumes based on the healthy parent organisation (Galileo Global Education) and the financial health of the EUC that financial resources will be sufficient for the new school.

## Strengths

A financially healthy and commercial parent organisation (Galileo Global education) and the financially healthy EUC demonstrated significant investment in the new school.

Experience in setting up new programs in the parent organisation, including financial resource management.

Dual and triple use of facilities and support services significantly provides a start-up saving for the new school.

Potential to exploit similarities of topics in teaching in veterinary, medicine and dentistry have the potential to enhance the economics of running the veterinary programme.

## Areas of improvement and recommendations

A business plan clearly demonstrating the expected financial resources and financial planning should be provided to assess resources and sustainability of the new school.

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

Assessment Area	
7. Resources	N/A

## D. Conclusions and Final Remarks

The School of Veterinary Medicine is a new school in development by the European University of Cyprus (EUC); the EUC has extensive experience in developing new schools in health sciences, is financially healthy and is backed by a large financially healthy international parent organisation (Galileo Global Education). This experience, organisational structure and historical successes make it very likely that the new school will be appropriately managed and resourced.

An excellent curriculum on paper has been developed that should provide veterinary students with all the prerequisites to contribute to society at a high standard of veterinary care. The timeline towards acceptance and enrolment of students is however very short and many obstacles are still on the road towards the successful running of a new programme. Specifically, the new School of Veterinary Medicine lacks (or did not provide) strategic planning and budgeting to guarantee also on paper the sustainability of the programme. Staffing of the programme is currently insufficient and recruitment processes are ongoing pending on the outcome of the accreditation. The EEC notes that recruitment of suitably qualified (clinical) veterinary teaching staff is very difficult in the current employment climate.

The school is heavily relying on external collaborators for essential components of teaching of the program and the EEC has visited and met several of these excellent facilities. This approach can be very economical but also exposes the programme to the potential of a mismatch in expectations and unforeseen, sometimes abrupt, endings of collaborations.

Many operational risks have emerged during this external evaluation such as timely completion of building works, timely recruitment of appropriate staff, completion of all teaching materials, solidifying external collaborations etc. The EEC acknowledges that no new veterinary program will come to fruition without risks, however these risks should be acknowledged, appropriately assessed and managed, with an action plan in place to revert or adapt when occurring.

The EEC is however confident, based on the investments to date in the New Veterinary School, the ambition and enthusiasm of management and staff and the excellent facilities and teaching resources already in place that this new school can become a success; similarly as the EUC has made a success of their medicine and dentistry school.



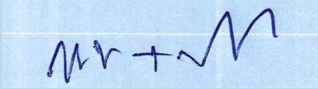
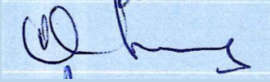
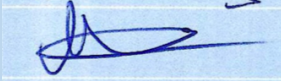
Structured planning with time-lined deliverables, outputs, milestones, stop-go points, what if's and tight regulatory control mechanisms will however be required when the School of Veterinary Medicine wants to start its programme successfully in September 2024.

### Final remarks:

The EEC was not able to receive full participation of the EEC member Stephanos Hilidis due to his absence on team meetings and during the writing of the report due to military service.

The EEC has noted the gender imbalance in its composition and has raised that with the CYQAA support officer.

## E. Signatures of the EEC

Name	Signature
Prof. Pieter Brama	
Prof. Dušan Palić	
Prof. Michael Thrusfield	
Prof. John Ikonomopoulos	
Mr. Stefanos Hilides	<div style="background-color: #e0e0e0; width: 100px; height: 30px; display: inline-block;"></div> Not Available for signing
Dr. Marios Michael	

Date: 14th December 2023