



Doc. 300.2.2

Date: 14/4/2025

Institution

Response

(Institutional Evaluation)

- **Higher Education Institution:**
European University Cyprus
School of Medicine-Frankfurt Branch
- **Town:** Frankfurt, Germany
- **Institution Status:** Currently Operating

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

We extend our sincere gratitude to the External Evaluation Committee (EEC) for their thorough review, encouraging feedback and constructive input throughout this Institutional Evaluation of the School of Medicine. We deeply appreciate their recognition of our Institution's strengths and their thoughtful suggestions for areas of improvement and recommendations, which are addressed in the following sections.

1. Building facilities

1.1 Plans and licenses

EEC Recommendations:

Dr. Bux provided site maps, floor maps and a topographical plan of the Frankfurt region where the campus building(s) are located as well as all necessary documentation that is mandatory to run a public building in Germany. The forms 1.1.3.1 to 3 are not applicable in Germany.

Some minor recommendations: Labelling emergency exits, instructions in elevators (in case of fire etc.) in German and English. Insights into the development plans for the new campus across the street would be helpful to support answer for 1.1.1.1.

EUC Response:

We thank the Civil Engineer for their careful review. Emergency exits have been labeled and instructions in elevators (in case of fire) have been added in English and German.

Signage is written as below:

Emergency Exit Signage / Notausgangsbeschilderung

English:

Emergency Exit – Keep Clear

In case of emergency, use this exit.
Do not block this area.

German:

Notausgang – Freihalten

Im Notfall diesen Ausgang benutzen.
Bereich nicht blockieren.

Elevator Instructions – In Case of Fire / Aufzugshinweise – Im Brandfall

English:

In case of fire: DO NOT use the elevator.

Use the nearest emergency exit or staircase.
Follow illuminated exit signs and emergency instructions.

German:

Im Brandfall: KEINEN Aufzug benutzen.

Benutzen Sie den nächstgelegenen Notausgang oder das Treppenhaus.

Folgen Sie den beleuchteten Notausgangsschildern und den Anweisungen.

1.2 Other facilities

EEC Recommendations:

Each cohort of medical students comprises 20 students. They form five groups of four students. These groups learn and work together throughout their whole study program. So all learning facilities, lab spaces, library, computer-assisted learning rooms, simulation centers etc. are formatted for 20 students and the groups of four (The question remains how it would be possible to host larger or smaller cohorts – e.g. in case one group member will stay behind or participates in mobility programs, takes one extra semester etc.). Administration offices are spacious and located for easy access in the building (open door policy).

EUC Response:

As with the main Nicosia campus, all active learning (practical training) spaces are designed for teaching cohorts of 20 students. This is fully compatible with the implementation of the accredited program. Nonetheless, the educational spaces are versatile to accommodate smaller cohorts depending on the activity.

EEC Recommendations:

Parking spaces are somehow limited. Students often leave their cars in the street in front of the building (which may cause complaints of the neighbours). There are no students with disabilities right now, but there is easy access for wheelchairs from the parking lot through elevators into each floor of the building and into each seminar room, lab or simulation center.

EUC Response:

The School augments on an annual basis the number of parking spaces offered to meet the demands of the increased faculty and student body. In addition to the original parking spaces behind the medical building, faculty, staff and students have access to three outside decks. Additionally, faculty and staff have access to an underground parking. (Appendix 1)

The new building will offer extensive underground parking, in addition to designated outside parking areas.

We are pleased that the Civil Engineer indicated that there is easy access for wheelchairs to all necessary areas in the building. We strive to be an institution that embraces diversity, equity and inclusion.

2. Student welfare services

EEC Recommendations:

As there are plans to build an additional campus in Frankfurt, there might be an opportunity to create further recreational areas for students with a pleasant atmosphere that invites students to exchange ideas and spend time together or to create opportunities for personal retreat.

EUC Response:

European University Cyprus is deeply committed to fostering student well-being and a strong sense of community. We are pleased that the EEC recognized the high levels of satisfaction expressed by our students and graduates regarding the support services currently offered.

The expansion plans for the new campus building in Frankfurt reflect this commitment and go even further. The master plan for the broader area is specifically designed to support the university and enrich student life. It envisions a vibrant, student-centered environment that integrates a variety of recreational and social spaces — including restaurants, cafés, and green areas — to encourage interaction, collaboration, and personal well-being.

Whether for informal gatherings, academic discussions, or moments of retreat, the new infrastructure will provide a welcoming atmosphere that complements the academic experience and supports the holistic development of our students.

EEC Recommendations:

Student advisors mainly work from the main campus in Nicosia, which means that contact is mostly online. It seems to work smoothly without any disadvantages for the students. However, whether this type of communication stays satisfactory or whether students need more personal contact with their advisors should be monitored.

EUC Response:

The student advisor service provided to our Frankfurt students is identical to that offered in Nicosia. As the program grows, and the new premises are completed we will consider whether having a separate student advisor in Frankfurt will be advisable. At present, by having a centralized online service, we are able to ensure that students at both campuses have an identical experiences and guidelines. It should be noted that students have personal contact with their faculty advisors, who provide advice regarding their academic performance and guide them to navigate through the demands of the medical program and future career.

EEC Recommendations:

Consideration is due regarding whether some scholarships could be awarded on a competitive basis for students who cannot afford to study but have the required qualifications. This would promote equal opportunities.

EUC Response:

As a relatively new program (2.5 years), a scholarship program has not yet been fully established. However, as highlighted by the EEC, the Institution is highly attuned to students facing financial hardships, offering flexible payment plans to alleviate financial pressures. At present, the Frankfurt Branch is collaborating with a local community association (the Hellenic Home) to offer one or two full merit scholarships to students accepted to the Frankfurt Program.

While the institution does not currently provide full Scholarships for the MD program, it does provide PhD Scholarships which will be available for the Frankfurt PhD program, as well. The School has also initiated targeted financial support through six scholarships for the Summer Externship Program (two annual scholarships per each student year (3rd, 4th and 5th), with pre-specified financial and academic criteria)-this is open to students from both campuses. These scholarships enable students with financial need to engage in research or clinical service at internationally renowned institutions. This program fosters employability by offering students valuable experience in environments and countries where they may aspire to work in the future. These initiatives reflect our ongoing efforts to expand financial support and enhance the learning opportunities available to our students.

EEC Recommendations:

The Career Center serves all departments of the EUC. In the mid-term, evaluation is advised regarding the need for specific services for the students at the Frankfurt Branch to promote their employability in the medicine sector.

EUC Response:

The European University Cyprus Career Center is committed to providing effective and accurate career guidance to students for self-development and job placement. The Career Center offers services that are related to employability in the Medical Sector for both branches, including online career days that involve hospitals from various European Countries, including Germany.

Students have access to the following:

Career System Management – CSM Enterprise:

The EUC Career Centre Management System enables students to use the following tools:

- Facilitates students to build a profile, search for vacancies and expand professional networks.
- Avails an enhanced Resume and Cover Letter builder which provide a wizard-based, integrated application for students to create custom-designed resumes and cover letters from scratch.
- Expedites company search through the company profiles and H/R information inputted in the system.
- Enables Counseling Appointment System with CSM calendar and provides online appointment booking tools, meeting notes, follow-up actions, and synchronizes with calendaring software and devices such as Outlook.
- Build in Employment Module which tracks offers including student and employer internship and co-op performance assessments.
- Career Fair Manager which features a custom event registration form per event for employers.

- Accelerates candidates search through a key word search.
- Provides email analytic tracks emails sent to students and employers, including the number of times the email has been opened as well as the number of times links have been clicked.
- Avails career resources through a build-in Library of resources.
- Enables online scheduling and targeted notification of workshops and seminars.

Interview Simulation

- EUC Senior students undergo an interview simulation, using hypothetical vacancies in order to improve their presentation skills and increase their self-confidence levels. The EUC Career Advisor assesses their overall readiness levels and helps them improve their negotiating skills.

CV Writing

- The EUC Career Center assists students and graduates to prepare CVs and reviews different job search related documents such as introductory/inquiry and acceptance letters. The student is provided with a CV Writing Guide, which contains sample CVs, job search techniques, handling technical interviews and other relevant information.
- Additional CV-writing workshops are provided by Frankfurt-based Faculty in collaboration with Medical Student Society.

In addition to these services, students receive personal career advice from their Academic (Pre-Clinical) Advisors and Clinical Advisor. These Advisors are full-time faculty of the School of Medicine and are responsible for assisting the student in defining and developing realistic educational goals, in keeping with his/her abilities, skills, interests, and career aspirations.

EEC Recommendations:

Since the branch works with fixed cohorts that are divided into groups for lab exercises and other activities, it could be a challenge for the organisation of the programmes if students take the opportunity e.g. for a longer stay abroad and do not have a direct connection to their cohort/group at the EUC after their return. This should be monitored.

EUC Response:

The practical program of the curriculum does indeed work in small cohorts of 20 with sub teams, according to the exercise. However, these groups are not fixed across the years. Groups are reformed at the beginning of each term according to the registration of students. We believe that the changes in group composition in a multi-cultural environment promotes cultural competence of our students.

3. Infrastructure

EEC Recommendations:

We note that the medical school building is currently open on working days. Feedback would be valuable from students regarding whether they feel this is sufficient, or whether weekend access should be explored.

EUC Response:

As a relatively new program, currently in its third year with small cohort size, there has been limited demand for weekend access to the Medical School building. However, with the program's steady growth — including the upcoming launch of a postgraduate track — we recognize the evolving academic needs of our students and faculty.

In response, the University will extend access to the building during weekends and select holidays. This will be implemented in a phased manner to ensure that students and staff who wish to engage in study, research, or other academic activities have the necessary space and support.

1. Institution's Academic Profile and Orientation

Sub-Areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

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

Findings

Please see chart above. We note that the campus is still in its infancy, therefore this should be reviewed at further EEC cycles.

Strengths

There is an exciting breadth of nationalities represented in student intake. We have heard that there has been considerable harmony amongst the student body to date.

Areas of improvement and recommendations

None identified

EUC Response:

EUC is committed to providing a productive environment to augment the academic standards at our Frankfurt Branch. We are pleased that the EEC expressed no concerns regarding the institution's Academic Profile and Orientation.

2. Quality Assurance

Sub-Areas

2.1 System and quality assurance strategy

2.2 Ensuring quality for the programmes of study

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

Findings

We have heard of robust and thorough quality assurance mechanisms in place within the Institution, related to the work of the department.

Strengths

Adequate internationally accepted instruments are applied.

Areas of improvement and recommendations

These have been referred to in earlier sections. The library could be open during evenings/weekends – not so much for using the books present but for providing a learning space.

EUC Response:

As noted above, as a relatively new program, currently in its third year with small cohort size, there has been limited demand for weekend access to the Medical School building. However, with the program's steady growth — including the upcoming launch of a postgraduate track — we recognize the evolving academic needs of our students and faculty.

In response, the University will extend access to the building during weekends and select holidays. This will be implemented in a phased manner to ensure that students and staff who wish to engage in study, research, or other academic activities have the necessary space and support.

3. Administration

	Sub-area	Non-compliant / Partially Compliant / Compliant
3.	Administration	compliant

Findings

The administrative body for the institution is a mixture of long-standing Cyprus employees, and more recent employees based in Frankfurt. All appear dedicated and professional. They are rightly proud of the achievements of their institution. There are clear descriptions of responsibilities and processes.

Strengths

We have heard of the passion of administrative staff and their student-centred approach, with concern of student welfare paramount.

Areas of improvement and recommendations

The shared administrative processes appear to be working well from Cyprus. The clinical placements administrator in Frankfurt is a new and enthusiastic appointee. The team are well aware of the challenges of working cross site, but virtual working arrangements facilitate close working and we have found no reason for current concern.

EUC Response:

We appreciate the opportunity to address the EEC's observations. The administrative teams work very closely virtually, to ensure full alignment across both campuses. In addition, administrative members travel to either the Frankfurt Branch or to the Nicosia Campus when deemed important for specific efforts. We are pleased that the EEC recognizes that this has promoted close working arrangement.

4. Learning and Teaching

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

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

Findings

A very impressive approach to mirroring of the Cyprus branch in development of the Frankfurt branch.

Strengths

The use of small groups for tutorials and lab-based learning is to be commended. The open-door policy of faculty, a strength of the Cyprus campus, has translated well to Frankfurt and is tremendous.

Areas of improvement and recommendations

EEC Recommendation:

While learning and teaching is sound regarding the medical curriculum as such, as per the Cyprus branch the EEC suggests that the students might profit from a more structured leadership training throughout the entire program. This could tailor well into the already existing non-technical skills training of medical students. Considering the international reach of EUS, joining and engaging in the Medical branch of AIESEC could represent a valuable option.

EUC Response:

We acknowledge the value of structured leadership training for MD students. We have therefore integrated leadership development into our student's education. Students already gain significant leadership experience through organizing events such as the International Multidisciplinary Biomedical Congress and the Cyprus Annual Medical Students Meeting, where they collaborate with faculty and international peers. To build on this, we are introducing a dedicated leadership module within the MD curriculum that will focus on essential skills such as team dynamics, ethical decision-making, patient communication, and healthcare crisis management.

Additionally, we are encouraging student participation in AIESEC, a global organization with a medical branch that offers leadership opportunities and international exposure. We also plan to expand peer-teaching roles and increase community outreach initiatives, providing students with opportunities to develop leadership skills in real-world settings. To further support their growth, we will formalize recognition for leadership achievements through certifications or awards. These

initiatives aim to better equip our students with the leadership skills needed for success in healthcare.

EEC Recommendation:

We have made some observations around the need to bring simulated patients into the first three years of the Frankfurt MD as soon as is practical within a different report.

EUC Response:

Simulated patient contact leverages in the two learning approaches adapted in the main campus:

- **AI-Based Virtual Simulations:** advanced AI-driven simulations to provide students with a controlled and interactive environment to practice diagnostic and therapeutic skills. (SimConverse)
- **Standardized Patients and Role-Playing:** Using standardized patients portraying various conditions, enabling students to gain hands-on experience in patient interviewing and diagnosis.

Additionally, we will investigate incorporating patient contact during the preclinical years of our program, in addition to the hospital visits that already take place in year 1 Clinical Practicum, we will assess the possibility of scheduled visits under the peer mentoring of senior (6th year) medical students in their presidency year. Additionally and as part of a public outreach initiative, we are exploring the option of organizing more regular outpatient clinics in several medical specialties, where accepting patient visits 'Pro bono publico'. The aim here is to serve both the need for 1–3-year students to have face to face interaction with real patients, and also society outreach. For example, Frankfurt Students held a Community Outreach Program for Health Prevention and provided them with the opportunity to have patient contact alongside clinical faculty.

EEC Recommendation:

Given the successes of the MD programme, implemented efficiently and effectively relatively soon after the start-up of the Cyprus branch, we consider that there is benefit for the branch campus to consider implementing a range of additional allied health programmes. Depending on the transnational education model employed, it may be that these need to be implemented at the Cyprus branch first. We would consider that programmes to train Physicians Associates, Physiotherapists and perhaps midwives were particularly attractive given the healthcare model in Germany.

EUC Response:

We sincerely appreciate the EEC's recognition of the successful and timely implementation of the MD program in Frankfurt. This positive outcome reinforces our commitment to delivering high-quality transnational medical education and supports our vision for future academic expansion.

To ensure the successful rollout of such programs, we are conducting a comprehensive evaluation of the required infrastructure, faculty expertise, clinical partnerships, and regulatory frameworks.



Our aim is to implement these programs in a manner that ensures academic excellence, clinical relevance, and long-term sustainability — ultimately contributing to the advancement of integrated healthcare education across our campuses.

5. Teaching Staff

	Sub-area	Non-compliant / Partially Compliant / Compliant
5.	Teaching staff	compliant

Findings

Preclinical models of teaching have been translated from the Cyprus model and appear to be working well. The use of recent alumni from Cyprus as teachers in Frankfurt is warmly received and an elegant way of ensuring consistency between the two programmes.

Strengths

Well-defined approach to growing faculty

Innovative use of recent alumni from Cyprus

Induction programme is well-placed to ensure quality of delivery of education, aided by the strong identity of faculty and commitment to each other.

Areas of improvement and recommendations

No major concerns given the new evolution of the branch - which is working well on all accounts.

EUC Response:

We are very grateful that EEC acknowledged that our efforts to translate the Cyprus model to Frankfurt has been successful and that they find the branch is working well.

6. Research

	Sub-area	Non-compliant / Partially Compliant / Compliant
6.	Research	Partially compliant

Findings

The system for supporting and conducting research has been taken from the Cyprus branch. Since the incoming faculty did their research elsewhere, the impact cannot be assessed in full at present.

Strengths

Research-interested and active faculty. Incoming clinical faculty very interested in research. The strategy to develop the PhD programme at this stage will support this development further.

Areas of improvement and recommendations

This area of evaluation will be particularly important at re-accreditation. It is rather early to judge the institution based on its research achievements to date, but the strategy is, in our view, the correct one.

EUC Response:

We are pleased that the EEC feels that after only 2.5 years of existence that it is early to judge our research achievements, but that our strategy is appropriate. We believe that the introduction of the Medical Sciences Ph.D. program will further augment the future development of the Frankfurt Branch's research profile.

7. Resources

	Sub-area	Non-compliant / Partially Compliant / Compliant
7.	Resources	compliant

Findings

The budget and forecast for the next years during ramping up the operations was provided and appears to be sound. We note a 10% drop out rate modelled for financial modelling purposes. This may have been identified as a cautious figure, but we would be concerned if this was the reality.

Strengths

A conservative financial approach is taken. We consider the fact that the Galileo Global Education is behind the EUC provides a safety net, especially for the future expansion and moving to new facilities.

Areas of improvement and recommendations

Nil noted.

EUC Response:

We are very grateful that the EEC found the resources available at our Frankfurt Campus were satisfactory.

B. Conclusions and Final Remarks

EEC Recommendation:

The European University Cyprus is a relatively young university that is most certainly on an upward trajectory. The EEC was impressed by the convincing motivation of faculty and students involved as well as the excellent facilities at hand. There seemed to be distinctive structures in place to secure smoothly operated processes with maximum quality assurance.

The Medical School Frankfurt Branch of EUC has developed and delivers a modern MD curriculum with a successful start 2022. A PhD program is planned to start in fall 2025. It is currently going through an episode of rapid growth that, for the time being, is managed very well. Everybody, including faculty, students, administration and prospective clinical teachers in the associated hospitals seemed to be passionate about their workplace. The three principal groups involved (see above) repeatedly mentioned considering themselves as family. EUC has embraced state-of-the-art teaching and outcome measures, aligned with European (especially British) and US standards.

Students are well taken care of through selection, enrollment and the programme itself. Learning materials, especially the skills lab is state-of-the-art with all kinds of mannequins and low and high-fidelity simulation. Learning outcomes are transparent. The first three years provide a comprehensive preclinical curriculum. Nevertheless, the EEC feels that the education could profit from authentic face-to-face contact with real patients (or at least standardized persons) during these three years - despite the excellent skills lab/mannequins, even if this were to be short. As the first cohort is currently only in its third year, the clinical curriculum hasn't started yet.

EUC Response:

We would like to thank the EEC for their observations regarding the enthusiasm of our faculty, staff and students and effective implementation of the MD program.

As noted above, simulated patient contact leverages on two learning approaches adapted in the main campus:

- **AI-Based Virtual Simulations:** advanced AI-driven simulations to provide students with a controlled and interactive environment to practice diagnostic and therapeutic skills. (SimConverse)
- **Standardized Patients and Role-Playing:** Using standardized patients portraying various conditions, enabling students to gain hands-on experience in patient interviewing and diagnosis.

Additionally, we will incorporate patient contact during the preclinical years of our program, in addition to the hospital visits that already take place in year 1 Clinical Practicum, and we will provide scheduled visits under the peer mentoring of senior (6th year) medical students in their pre-residency year. Additionally, and as part of a public outreach initiative, we are exploring the option of organizing more regular outpatient clinics in several medical specialties, where accepting patient visits 'Pro bono publico'. The aim here is to serve both the need for 1–3-year students to have face-to-face interaction with real patients, and also society outreach, as we have already done by engaging the Frankfurt Students in the Community Outreach Program we held for Health Prevention.

EEC Recommendation:

The EUC has identified research as a strategic area for future development and one of its unique selling points (a view shared by external stakeholders for the mother EUC).

EUC Response:

We greatly appreciate that the EEC identified research as a strategic area for future development and one of our institution's unique selling points. In addition recruitment of faculty who can augment the Branch research profile, we actively attempt to promote student research development, by integrating research and data interpretation skills from the first year, such as through hands-on labs in biochemistry, genetics, and biostatistics, alongside courses in epidemiology and research methods. These courses not only build foundational research skills but also prepare students to apply scientific inquiry to clinical practice. To further encourage research involvement, we are launching initiatives such as the Research Day, where faculty present ongoing projects and highlight opportunities for student participation. Additionally, our Summer Externship Program offers students valuable research experiences at leading international institutions, including Oxford University and Johns Hopkins, further strengthening their exposure to cutting-edge research and clinical environments. These efforts, along with the required Medical Thesis, will provide our students with the skills and experiences necessary to pursue advanced research opportunities, reinforcing our commitment to developing their research acumen and supporting our evolving research profile.

EEC Recommendation:

A philanthropy office soliciting donations, foundations or endowments may, as EUC grows, diversify income and raise resources for the further growth of EUC as a whole, especially in research.

EUC Response:

We appreciate the EEC's insightful recommendation regarding the establishment of a philanthropy office to support EUC's growth, particularly in research. The suggestion aligns with our long-term vision to ensure diversified and sustainable income streams that can support our strategic initiatives and foster innovation. We recognize the importance of cultivating relationships with donors, foundations, and endowments to bolster funding for research, education, and infrastructure. We are currently exploring the establishment of a dedicated philanthropy office to spearhead efforts in this area. This office would focus on engaging alumni, philanthropic organizations, and corporate sponsors, aiming to secure contributions that align with the university's mission and strategic priorities. We are confident that this initiative, when implemented, will contribute significantly to EUC's sustainable growth and further elevate the impact of our academic and research endeavors.

EEC Recommendation:

We would like to thank the EUC for their hospitality and the willingness to openly share and discuss all relevant issues. We strongly believe that the institution is doing a great job of securing optimal conditions for the medical faculty to thrive.

EUC Response:

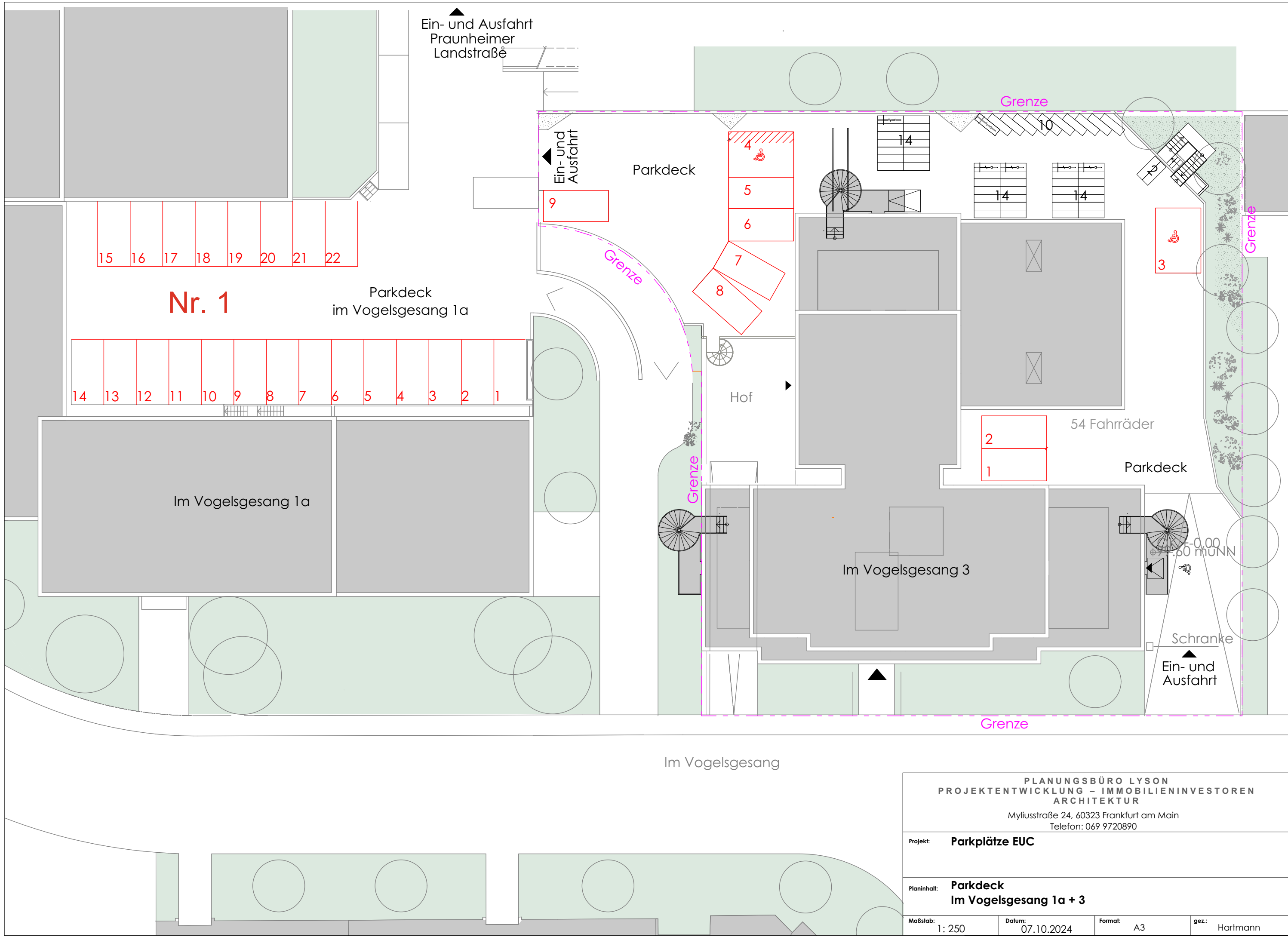


We extend our deep appreciation to the External Evaluation Committee for dedicating their time to visit our institution and for sharing the invaluable expertise through candid discussions and constructive recommendations for areas for enhancement. We are delighted by their recognition of our Institution's strengths and our ongoing commitment to fostering an environment where both staff and students can excel and thrive.

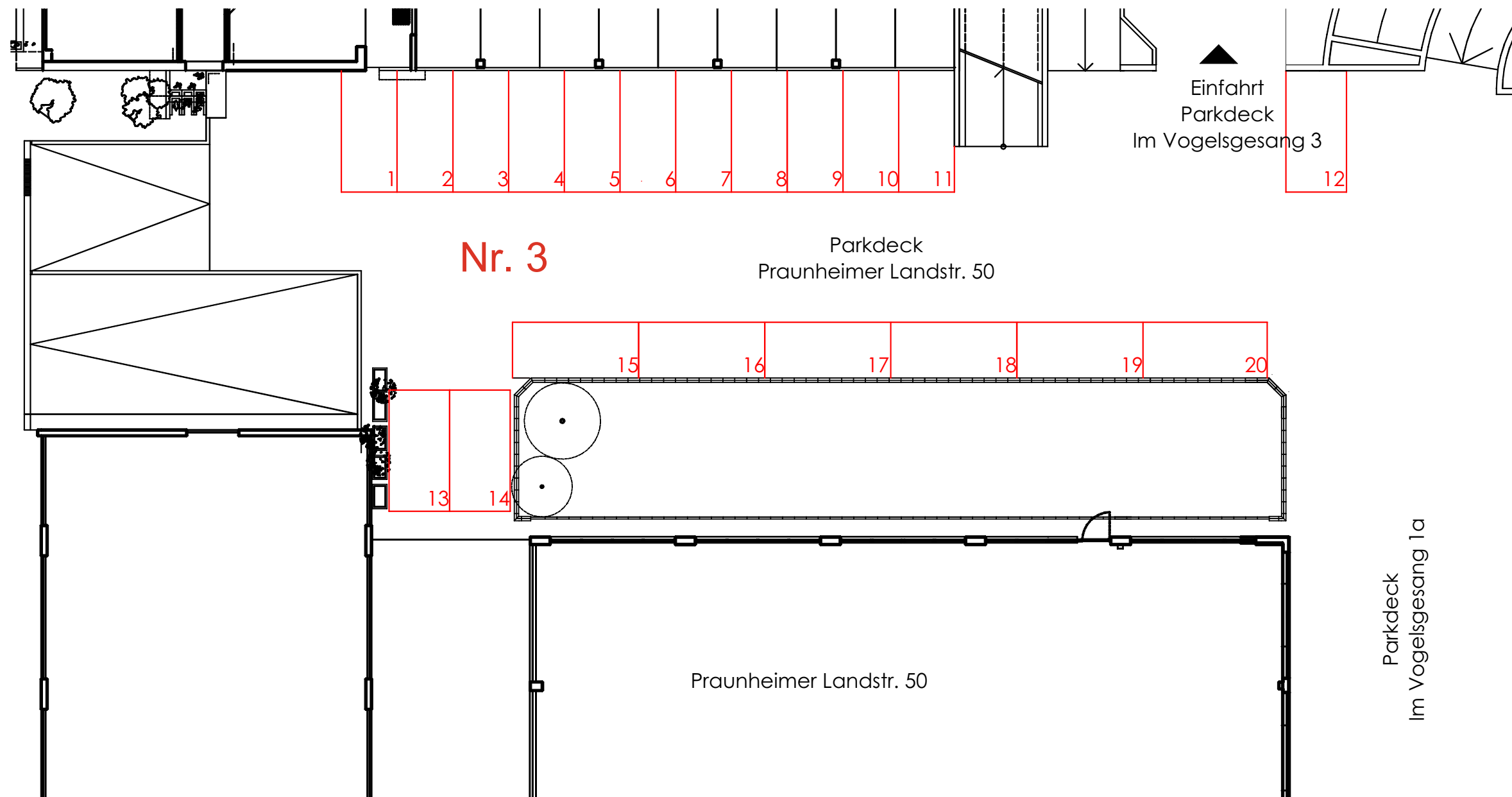
D. Higher Education Institution Academic Representatives

Name	Position	Signature
Elizabeth Johnson	Dean	<u>Elizabeth Johnson</u> Elizabeth Johnson (Apr 14, 2025 14:11 GMT+3)
Efterpi Kostareli	Chairperson	<u>Efterpi Kostareli</u> Efterpi Kostareli (Apr 14, 2025 14:53 GMT+3)
Dimitris Papadopoulos	Program Coordinator	<u>Dimitrios Papadopoulos</u> Dimitrios Papadopoulos (Apr 14, 2025 14:47 GMT+3)

Date: 14/04/2025



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Projekt: Parkplätze EUC			
Planinhalt: Parkdeck Im Vogelsgesang 1a + 3			
Maßstab:	Datum:	Format:	gez.:
1: 250	07.10.2024	A3	Hartmann



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Planinhalt: Parkdeck Praunheimer Lanstr. 50			
Maßstab: 1: 200	Datum: 07.10.2024	Format: A3	gez.: Hartmann

NN 98.72

Praunheimer Landstr.

Zufahrt
Pr. Landstr. 50

Praunheimer Landstr. 50

Trafo

entl.
T.G.

Schleuse
+0.30 m

Nr. 4

Zufahrt
Pr. Landstr. 70

Tiefgarage
Praunheimer Landstr. 50

Notausgang

siehe Plan Tiefgarage 1a

im Vogelsang 1a

im Vogelsang 1

NN 98.22

14.05

im Vogelsang

Geprüft
1.02.1930

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Projekt: **Parkplätze EUC**

Planinhalt: **Tiefgaragenplan
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Maßstab: 1: 250

Datum: 07.10.2024

Format: A3

gez.: Hartmann

