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Date: 24.07.2025

# External Evaluation Report (Institutional)

- Higher Education Institution:  
NKUA (Cyprus Branch)
- Town: Nicosia
- Institution Status: New Institution



**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

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

The visit took place over two days, Monday 21 and Tuesday 22 July, 2025. The purpose of the visit was to assess NKAU's application and substantive plans for opening a new Branch in Nicosia, Cyprus. The Evaluation Committee comprised university professors, a civil engineer, a Student Welfare expert from the University of Cyprus, and a student representative from University of Cyprus. The Evaluation Committee had the opportunity to meet with groups of senior leaders, faculty, administrative staff, students, and wider stakeholders. A tour of the planned new facilities and buildings in Nicosia was also undertaken. The sessions were productive and, along with the documentation provided by NKAU, form the basis of the findings in this Report. The Committee records its sincere thanks to the members of the Agency who provided excellent support in advance of, and throughout, the visit.

## B. External Evaluation Committee (EEC)

Name	Position	University
Kevin Orr	Professor	University of St Andrews, Scotland
Louis Brennan	Professor	University of Dublin, Ireland
Hanna-Leena Pesonen	Professor	University of Jyväskylä, Finland
Denis Derenovschii	Student	University of Cyprus
Alexis Valiantis	Civil Engineer	ETEK
Katerina Evangelou	Student Welfare Expert	University of Cyprus



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

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

## 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	
	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	1.1.1.1	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.	No
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	No
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	No
	1.1.3.3	Inspection Certificate Form 104	Yes & No
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	No
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes & No

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

#### NOTES:

The evaluation for the building facilities was carried out as follows:

1. Meeting for discussion between the evaluator and the following school's representatives on 21/07/2025.
  - a. Alexis Valiantis (CYQAA Civil Engineer Evaluator)
  - b. Artemios Papachrystostomou (Archbishop's Civil Engineer)
  - c. George Tsaggarides (Nicosia Municipality Architect)
  - d. Ioannis Pachygiannis (UOA Architect)
  - e. Eleni Vassilopoulou (UOA representative)

f.

2. Site Tour at the buildings on 21/07/2025.

### Notes of meeting

3. The university will **temporarily** operate for a period of approximately two years in the following buildings. According to the University's representatives, the temporary setup is necessary so that the permanent buildings are completed:
- Theological School (Paedagogical Dept. for Primary Education, administration services) plot 15 & 16
  - Isokratous Str. Listed Buildings (Dept. of Nursing)
  - Stoa (CSEO) Lellos Dimitriades square (Medical School)
  - Ex EKATE Building, City Hall corner - (Medical School)
  - KEAED (Opposite RED) – Business School (Dept. of Economics, Business Administration)
  - Elenion School (Rector's Office)
  - Achillios Library (Library & Computer Room)
  - Student Halls at Adamantiou Korai str. Archbishop Palace.
  - Student Halls at Vassiliou Voulgaroktonou & Komninou & Arsinois.
  - Pericleous 66, School of Philosophy
  - Archbishop Palace Restaurant
4. Permanent Buildings (to be operational after two years. They are not included in the current evaluation).
- Stoa Tarsi
  - Irene Hall
  - Tsaoushis Building
  - Science Academy Building
  - O.CH.E.N. Building in Faneromeni Church,

### Notes:

#### 1.1.1.2

The general site plans bearing the stamp of the permitting authority have not been submitted. However, UOA's representatives submitted plans which reflect the on-site conditions.

It is noted that the buildings under evaluation, are currently not permitted for the intended use which is Buildings for Higher Education. Except for the student halls, the buildings are permitted for other uses, which may be similar, i.e. for commercial or office use. It is likely that when during the process of acquiring permits for Higher Education use, the permitting authority may impose further requirements.

#### 1.1.2

The operating licences have not been submitted because they have not been issued yet. The undersigned evaluator's opinion is that the operating licences should be issued shortly. This is a typical process. Once the buildings are completed, the permitting authority will inspect the buildings and certify their compliance with the issued building permits and issue the Final Approval Certificate and then the Municipality of Nicosia will issue the required

Operating Licence. According to the material submitted it seems that it is a matter of time for the above procedures to be finalised.

#### 1.1.3.1 & 1.1.3.2

The inspection forms have not been submitted. However, the buildings under evaluation are newly renovated buildings. The renovations have been carried out following all the required procedures, upon the issuance of the relevant building permits and therefore the undersigned evaluator can temporarily accept the evidence submitted, provided that the inspection forms are issued within a reasonable timeframe.

#### 1.1.3.3

The Certificates 104 have been submitted only for the following buildings.

- a. Student Halls at Adamantiou Korai str. Archbishop Palace.
- b. Theological School (Paedagogical Dept. for Primary Education, administration services)
- c. Isokratous Str. Listed Buildings (Dept. of Nursing)

The 104 Certificates for the remaining buildings are expected to be issued soon.

#### 1.1.3.4

The Fire Safety Certificates are expected to be issued within the process of the Final Approval of the Buildings expected to take place within 2025.

#### 1.1.3.5

The Certificates for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department are expected to be issued within the process of the Final Approval of the Buildings expected to take place within 2025. However, UOA's representatives, submitted Certificates issued by private engineers for the following buildings:

- a. Student Halls at Adamantiou Korai str. Archbishop Palace.
- b. Theological School (Paedagogical Dept. for Primary Education, administration services)
- c. Isokratous Str. Listed Buildings (Dept. of Nursing)

The undersigned evaluator is of the opinion that the above can be accepted for a temporary period (provided that the same are submitted for the remaining buildings), until the official certificates are issued.

## 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	Poor
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	Poor
1.2.7	Number of parking spaces designated for teaching staff	Poor
1.2.8	Number of parking spaces designated for people with disabilities	Poor

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

### OTHER NOTES:

#### 1.2.1 & 1.2.2

UOA's representatives have submitted the above. However, the above info is reflected on the existing drawings for office and/or commercial usage. The buildings have not been permitted for Higher Education use. It is likely that when during the process of acquiring permits for Higher Education use, the permitting authority may impose further requirements.

#### 1.2.3

The number of laboratories and their adequacy cannot be verified because the buildings under evaluation have not been permitted as buildings for higher education.

#### 1.2.6 , 1.2.7 , 1.2.8

UOA's representatives have presented a number of public spaces which can be used by the student's, teaching staff, administrative staff and for people with disabilities. However, UOA

must submit agreements with the parking spaces owners i.e. the Municipality of Nicosia who is the major owner of most of the parking spaces that the students may use freely or under specific conditions these parking spaces.

### **FINAL REMARKS / CONCLUSION**

The undersigned Buildings Expert evaluator went through the existing conditions and through the documentation submitted by UOA's representatives. The checks are not exhaustive and were carried out within the limited time frame of the current evaluation.

UOA's application for the matters concerning the building facilities, lacks the documentation required according to the specific notes above. However, the actual condition of the buildings is well satisfactory. They are newly renovated buildings with modern installations and proper facilities for disabled access and upon visual inspection (although certainly not exhaustive) the undersigned evaluator is satisfied. It should be expected that the building owners, who are the Municipality of Nicosia and the Archbishopric, will take the necessary actions to acquire the missing documentation and permits within a reasonable amount of time.

The undersigned evaluator has the opinion that CYQAA could give an extension of time to UOA to sort out the above deficiencies. Therefore, the current evaluation could be deemed conditionally and temporarily successful within the time frame of the extension of time decided by CYQAA.



Alexis Valiantis  
Civil Engineer  
Buildings Expert

## 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	Poor
2.10	Other services	Satisfactory

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

At the present time no administrative staff has been appointed for student welfare, as the National and Kapodistrian University of Athens (NKUA) branch in Cyprus is under establishment and therefore is not permitted to proceed with recruitment.

The following statements are made based on our discussions with the NKUA staff and the written documentation. As stated, the organisational framework and operational plan for Student Welfare Services have been developed and scheduled for implementation.

The Vice Rector of Academic Affairs presented us with the administrative organization chart, which is considered satisfactory for the initial group of enrolled students. The institution will employ three University qualified and experienced Officers in order to support the first cohort of students.

1. Special access for students with disabilities:

The admission process will be accessible to students with disabilities and the procedures will be thoroughly communicated to students from the beginning of their studies, ensuring equal access to academic studies.

2. Recreation areas:

The Holy Archdiocese of Cyprus has granted the use of its restaurant facilities at 'The Theological School' to serve temporarily as a cafeteria/restaurant for the needs of the branch. Moreover, the Municipality of Nicosia has granted access to sports facilities at the centre of Nicosia free of charge for student use.

3. Policy and statutes for academic student support:

There will be a strong network of academic counselling providing guidance and support to the students. Each student will be assigned an Academic Advisor from the first day of their studies who will assist them with academic planning, course selection and addressing any problems or concerns.

4. Policy and statutes for financial student support:

NKUA branch will offer scholarships up to 10% of undergraduate students based on excellence or socio-economic criteria.

5. Counseling services:

A number of advisory services will be available for students. The office will be staffed by at least one Officer with expertise in counselling.

6. Career office:

The Career Advisor will support students in their career development and job placement.

7. Service linking the institution with business

The office will be staffed by at least one Officer that will operate under the guidance of a three-member academic committee.

8. Mobility office:

The office will be staffed by at least one Officer that will be responsible for establishing bilateral agreements and partnerships with other Universities.

9. Student clubs/organisations/associations:

Upon enrolment students will be encouraged to establish a student association to participate in the Branch's collective governance bodies. No students clubs are planned.

10. Other services:

As stated, student residences have been made available for students of the Branch, through facilities granted by the Archdiocese and the Municipality of Nicosia.

In addition, the Vice Rector of Academic Affairs stated that any additional services deemed necessary during the establishment and development of the Branch may also be introduced and provided by external partners, based on private contractual agreements.

### 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	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

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

**The Evaluation Committee was impressed with the plans with regard to library, ICT, and technological support.**

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

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

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

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

### Findings

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

### Strengths

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

### Areas of improvement and recommendations

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

- *The report may also address other issues which the EEC finds relevant.*

## 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		
<b>1. Institution's academic profile and orientation</b>		
<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.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	4
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.	5
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.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>The Committee sees excellent synergies, with some room to more fully involve staff voice.</b></p>		

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.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>Again, this is a very positive section of the report. We highlight the scope to make communication with graduates more systematic and inclusive.</b></p>		
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.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	4
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	4
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.	5

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

We have given fairly high numerical scores across the board against the criteria, reflecting our view of the standing of the institution and the credibility of the strategic planning processes. The areas for which we give 4 rather than 5 reflect the fact that certain processes are still in prospect (e.g. recruitment of students is on hold until accreditation is assured). We did also feel that there is perhaps more scope to more systematically communicate with alumni, and involve less senior staff in strategic deliberations. Those points made, this is a very positive section.

Additionally, write:

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

Given that the plans await accreditation, hard numbers are a little provisional. The Branch will target a high proportion of Cypriot students. The plans also anticipate some students from Greece being attracted to studying in Cyprus, as well as potential to target students from the wider region, especially when English-language programmes are launched.

### Findings

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

The National and Kapodistrian University of Athens (NKUA) was founded in 1837 (as the "Othonian University"), the first University not only of the Balkans and the Eastern Mediterranean region. It operates autonomously under the supervision of the Hellenic Ministry of Education, Religious Affairs, and Sports.

There are short, medium, and long term goals built into the planning process for the Branch, with a phased approach being pursued, the first step for which is Accreditation. Therefore, it is expected that student numbers will increase, and in line with this, increased recruitment of Faculty and Administrative staff, as well as the increased number of buildings and facilities.

### Strengths

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

It is evident that the University has earned a respected name, distinguished reputation, and international standing, performing well in international rankings. It has a number of international partnerships, and the application for the NKUA Branch in Cyprus represents a significant milestone in its internationalisation strategy, and for supporting the culture of Hellenism.

There was very considerable evidence of effective consultation with a range of important stakeholders in both Greece and Cyprus. There is significant support from the Mayor of Nicosia and the Church, who are significant in, for example, providing buildings and premises for the new Branch in Nicosia.

Not only is the application in line with the strategic ambitions of the University, it is evident that it also contributes to public and educational strategies in Nicosia and Cyprus, including the mayoral priorities. Professional bodies, civic society and key political voices have been involved in formulating the strategy and the plans for the Branch.

Graduates and academic staff have been active in shaping Greece's political, economic, technological, and socio-cultural landscape, and the University has some very prestigious and influential alumni. Academic staff are often active in policy advice and Board activities across sectors.

### Areas of improvement and recommendations

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

It is important that the new Branch works to continue to involve stakeholders in Cyprus in the future strategic developments. The particularities of the context need to be reflected in all areas of the work of the Branch. As we mention elsewhere, a range of resources will be needed to ensure the flourishing of the Branch, including regular reviews of progress.

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

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	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.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	3
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
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	4
2.1.4.2	Research	4
2.1.4.3	The connection with society	3
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4
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.	5

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.	5

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

- i. **The policy for quality assurance follows the NKUA quality policy. It is an integral part of the overall academic strategy of the University and adheres to the standards and guidelines for quality assurance of the European Higher Education Area.**
- ii. **Quality Assurance Unit of the Branch has been established by the temporary Academic Council and the Unit's responsibilities have been defined. While the Branch has no faculty or staff at the time of evaluation, the stakeholders involved in developing the quality policy have been those of NKUA.**
- iii. **Quality assurance policy guarding against intolerance of discrimination against students and staff is evident through principles of equality, transparency and professional development as well as culture of respect through modern management practices.**
- iv. **The quality assurance system covers teaching and learning, research, and management and support services. Quality assurance system of the connection with society could, however, be strengthened. Strengthening cooperation with external stakeholders in program evaluations is recognized as an area of improvement by the Branch.**
- v. **Development of a quality culture through training and community involvement is emphasized in the quality policy.**
- vi. **Processes for student admission, progression, recognition, and certification are clearly defined, following the policies and practices of the parent University.**
- vii. **The policy for quality assurance aligns with the parent institution's quality policy, Cyprus Agency of Quality Assurance and Accreditation in Higher Education, and the standards and guidelines for quality assurance of the European Higher Education Area.**
- viii. **A degree certificate explains the qualification gained.**

## 2. Quality assurance

<b>2.2 Ensuring quality for the programmes of study</b>		<b>1 - 5</b>
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.	5
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	3
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.	4
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.	4
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	5
2.2.10.2	Library	5
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.10.4	Technological infrastructure	5
2.2.10.5	Support structures for students with special needs and learning difficulties	5
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.

- 2.2.1 The curricula define clear and sufficient system and criteria for assessing students' performance.**
- 2.2.2 Indicative quality objectives of the Branch and indicators for the quality system supervised by the Internal Quality Assurance Committee are presented and seem effective.**
- 2.2.3 Student feedback is collected systematically from all courses and used in improving the programmes of study.**
- 2.2.4 The Academic Council coordinates the procedures for preventing and addressing plagiarism. A policy dealing with plagiarism exists, and technological means (Turnitin) is used to identify plagiarism.**
- 2.2.5 The Academic Council accepts and examines any student appeals. In the discussion with the NKUA students, they were not aware of the official procedures of raising objections on their evaluation.**
- 2.2.6 Material and documentation about the Branch's activities have been prepared and will be published as soon as the Branch has the successfully passed the accreditation and has received a permission to launch its operations.**
- 2.2.7 The curricula define methodologies for learning process.**
- 2.2.8 NKUA has systematic practices for data collection and analysis in support of quality assurance.**

**The evaluation committee has visited the facilities, which by the time of the visit are still under construction, and received information about the plans for technological infrastructure, support structures and student welfare services. They all are of good standard.**

### Findings

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

In quality assurance, the Cyprus Branch follows the policies and procedures of the parent University. The quality policy and assurance system and clear, however by the time of the evaluation the effectiveness of the assurance system still relies on the parent University's experiences because the Branch has no faculty, staff or students and the operations have not been launched.

### Strengths

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

Strong support from the parent University and the local stakeholders in quality management.

### Areas of improvement and recommendations



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

Strengthening cooperation with external stakeholders in program evaluations.

Clear communication to students of appeals processes and related mechanisms.

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

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

### 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.	5
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.	4
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.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
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.	5
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.	5
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.	4
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	4

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**There are no major issues arising, and this is another positive section, reflecting the strengths of existing practice.**

### Findings

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

The administrative structure is a fairly standard and recognisable one, in line with the University's mission and the structure of Schools. Decisions on academic matters are made by academics and there are wider processes to ensure good governance. In general, the Institution applies effective procedures to ensure transparency in the decision-making process. The Boards of Departments and Schools, work systematically in line with the internal regulations of the Institution, and wider scrutiny of the University. The University applies procedures for managing academic misconduct.

### Strengths

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

The administrative staff that we met with were very professional, experienced, and enthusiastic about the plans for the Branch.

There are plans to recruit talented administrative staff from Cyprus, creating good job opportunities on the Island.

There is a commitment to provide staff development and training for the new administrative appointments, drawing on the expertise of existing University staff.

### Areas of improvement and recommendations

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

There are ways for members of the teaching and administrative staff and students to participate in influencing the management of the institution. However, based on our sessions with staff and students there may be scope to strengthen the role of staff and student voice in deliberative mechanisms, and it would be a strength of the new Branch if these mechanisms (and culture) could be built in from the outset. Doing so will also ensure confidence in the transparency of processes.

A key first step, following accreditation, needs to be the appointment of an excellent Branch Director, and the assembly of an effective administrative team.

The commitment to training, development, and mentoring of new appointments, will add to the busy workloads of administrative staff. Resourcing this enterprise accordingly is important to its success.

There is scope to invest further in provision for training and development opportunities for administrative staff in both the parent university and the new Branch. Areas for further support suggested to the Committee include, for example, legislative changes; technology; systems; AI; and general skills and career development.

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

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

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

##### Sub-Areas

##### 4.1 Planning the programmes of study

##### 4.2 Organisation of teaching

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

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

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
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.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
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).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. <b>The long history of designing and delivering programmes underpins the robustness of the approach and this is an area of strength.</b>		
<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.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	4
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

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

**Design and monitoring of programmes is well developed, reflecting the longstanding experience of the institution and its staff.**

### Findings

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

The undergraduate study programs of the Branch have been operating successfully for years at NKUA and are accredited by the corresponding bodies in Greece.

### Strengths

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

The university has a well-developed approach to research-led and research-informed teaching. Faculty draw upon their industry and policy-making experiences and networks to the benefit of programmes. Industry connections are used to the benefit of the student experience. There is a strong tradition of interdisciplinarity within and across the programmes.

### Areas of improvement and recommendations

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

Ensuring sufficient faculty resources is crucial for the successful launch of the programs.

Supporting existing staff in their mentoring and developmental roles is vital to the success of the new Branch.

Ensuring parity of support across the Branch and the parent institution is very important, e.g. in relation to research time, and developmental support.

It is important to maintain the strong tradition of interdisciplinarity within and across the programmes in the new Branch.

Alongside this, the pluralism for different intellectual traditions within and across different fields should be embedded in the new Branch.

There is a significant opportunity to work beyond the ‘Greek paradigm’ in the recruitment process.

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

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

## 5. Teaching Staff (ESG 1.5)

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

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

Quality Indicators/Criteria		
<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.	5
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.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
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.	5
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.	5
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.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	5

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

**Based on the data provided by NKAU and the commitment given by NKAU in relation to recruitment of faculty members for the Cyprus branch, the institution is compliant in respect of all of the criteria.**

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

**The number of teaching staff working full time and having exclusive work:** 10 in the department of Economics and 10 in the department of Business Administration. 40 in Medicine. 25 in Nursing. 10 in Port Management and Shipping. 10 in Classics. 8 in Psychology. 10 in Primary Education.

### Findings

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

The Cyprus branch will be immediately recruiting for the first full-time members of the departments of Economics and of Business Administration. In both cases, there will be an initial recruitment of five full-time faculty members. In total there will be ten full-time faculty members recruited for each department. Likewise, there will be recruitment for the other disciplines due to be based in the branch.

### Strengths

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

NKAU has in place a clear plan for the recruitment of dedicated faculty members for the Cyprus branch. There is a clear intent and commitment from NKAU to implement this plan. NKAU are cognisant of the critical need to have full-time faculty members based at the Cyprus branch.

### Areas of improvement and recommendations

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

It is imperative that NKAU implement its recruitment teaching plans for the staffing of the Cyprus branch.

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



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

## 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.	5
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.	5
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	5
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.	5
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	5
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.	5
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.	5
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.	5
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	5

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.	5
6.11	The programmes of study implement the Institution's recorded research policy.	5

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

**This is an area of strength which underpins the University's standing in various international ranking systems, its broader reputation, as well as its teaching and wider societal engagements.**

### Findings

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

The university has a research policy which is in line with its mission and applies internal regulations in a well-developed fashion. The programmes of study are in line with and give expression to the university's research policy.

### Strengths

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

The university provides very good facilities and resources to support staff and students' research activities, and has an array of regional and international collaborations and a track record of successful grant applications.

These activities are reflected in journal outputs and publications. From the documentation and staff meetings we see evidence of research-led teaching as well as extensive knowledge transfer and wider engagement with stakeholders and professional bodies and policy makers.

As we noted above in relation to teaching, it is important to maintain the strong tradition of interdisciplinarity across research activities in the new Branch. Further, the pluralism for different intellectual traditions within and across different fields should be embedded in the new Branch.

The research profile of the university is an important factor explaining the support among significant stakeholders in Cyprus for the new Branch.

### Areas of improvement and recommendations

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

It is important that faculty in the new Branch receive support for research activities on a par with colleagues in the parent institution, including time, writing support, mentoring, conference allowances and so on.

There is a major opportunity for new and existing faculty to embrace collaborative and society-relevant research projects reflecting the needs and emerging challenges in Cyprus.

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

<b>Assessment Area</b>	<b><i>Non-Compliant/ Partially Compliant/Compliant</i></b>
6. Research	Compliant

## 7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
<b>7. Resources</b>		<b>1 - 5</b>
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	5
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
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.	5
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>NKAU resources are managed prudently and is debt free. The financial plan for the Cyprus branch is realistic and comprehensive.</b></p>		

### Findings

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

NKAU has sound and efficient management of its available financial resources to support the development and operation of the Cyprus branch. The University has ample financial resources at

its disposal to meet any start-up expenditures for the Cyprus branch. The financial plan for the branch is realistic and benefits from a risk and competitive assessment.

Strengths

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

The financial resources of the university are being managed in a very prudent manner. Resource planning takes account of risks and the competitive environment facing the Cyprus branch.

Areas of improvement and recommendations

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

As with any off-shore branch of an institution, it will be essential that NKAU closely monitor its resource commitments at the Cyprus branch with extreme diligence.

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

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

## E. Conclusions and Final Remarks

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

The panel is highly appreciative of the efforts that NKAU put into the organisation of documentation and the structuring and conduct of the visit. The information provided was highly detailed and provided a rich picture of both NKUA and the plans for the proposed branch.

The EEC are pleased with the plan for the establishment of a branch of NKUA in Cyprus. They are impressed with the degree of enthusiasm and commitment on the part of all components of NKUA – top management, faculty, administrators and students – to the branch establishment. They were especially pleased with the very strong support voiced by a diverse group of highly significant stakeholders during the visit. There is tangible excitement about the impacts that the new Branch can make on the city and region. They found the level of meticulous planning and thorough considerations that had gone into the preparation of the branch proposal to be impressive.

The panel were particularly pleased with the intent to immediately appoint a branch Director and to start the recruitment of faculty and administrative staff.

The panel noted the very rich history and successful record of NKAU and the desire to leverage that history and record to maximum effect in ensuring the success of the branch.

The visit to the branch facilities was a very important and successful part of the visit. The panel were happy to see the various facilities currently in development and feel confident that they can serve as the footprint of a highly attractive physical infrastructure.

Finally, the panel wishes to highlight the crucial importance of the following for the proposed branch and its successful establishment:

- a. Immediate appointment of a branch Director
- b. Implementation of the recruitment plan for faculty and administrative staff
- c. Activation of the student recruitment strategy
- d. While allowing autonomy for the branch, NKUA needs to monitor very closely the activities and resources of the branch to ensure that its trajectory proceeds on a sustainable basis.

Overall, the EEC is confident of the potential of the Cyprus branch proposed by NKUA and wishes them both and their stakeholders well as it embarks on its mission.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





## F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Kevin Orr	
Louis Brennan	
Hanna-Leena Pesonen	
Denis Derenovschii	
Alexis Valiantis	
Katerina Evangelou	

Date: 25.07.2025

