



Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 17-MAR - 2025

- **Higher Education Institution:**
European University of Cyprus
- **Town:** Frankfurt
- **Institution Status:** Active



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 European University Cyprus (EUC) is a private nonprofit university in Nicosia, Cyprus. It has 7 schools and 13 departments and is part of several international collaborations and networks (e.g. sunrise alliance, microsoft startup centre). It achieves respectable positions in international ranking (e.g. Times Higher Education), and has, notably, recently renewed its five-star ranking in the QS top universities. It should be congratulated on recently achieving a place in the THE's top 101 for University Impact.

EUC opened a branch campus in Frankfurt (Germany) in 2022 which is the subject of this institutional review. Students within the branch campus originate from many countries, although there is a strong German contingent. Approximately half the cohort have a prior degree. There is a great emphasis on student wellbeing, reflected in several areas such as academic tutoring, mental health assessment and career advice.

The onsite visit took place on 12/03/2025 and 13/03/2025. The first day was held at the branch campus and included meetings with the institutional bodies (Vice Rector of academic affairs, Dean, Chair, coordinators, internal evaluation committee), members of the teaching staff and students. There was a separate meeting dealing with the PhD program which the Faculty would like to start in Autumn 2025. This was followed by a tour of the premises including wet lab and skills training facilities as well as the incubator. The second day allowed time for visits to two of the planned MD placement sites - St Elisabethen Hospital and Frankfurt Red Cross Hospital, where we met with faculty members working across ten departments and witnessed the excellent facilities.

The committee was provided with material before the visit (self-report, application form) in a timely manner. It was supported by further printed and electronic material at the onsite visit (budget information, logbooks, exams, MD thesis, etc.).

This report draws upon information from the material provided as well as from the onsite visits.

B. External Evaluation Committee (EEC)

Name	Position	University
Viktoria Dermanowski	Quality Manager / Advisor for study programme development	University of Münster
Mr Michalis Andreou	Medical Student Representative	University of Cyprus
Professor Timo Ullrich	Professor of Disaster Medicine Relief	University of Akkon
Professor Anne Herrmann-Werner	Professor of Medical Education	University of Tübingen, Germany
Professor J.-Matthias Löhr	Professor of Gastroenterology	Karolinska Institutet, Sweden
Professor Nicki Cohen	Dean of Medical Education	King's College London



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
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		Yes
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	No
	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.

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.

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	poor
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.

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).

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.

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.

2.1. Special access for students with disabilities (PWD)

The branch in Frankfurt is equipped in such a way that students with physical disabilities can reach the premises using an elevator and ramps.

2.2. Recreation areas

The branch is centrally located in Frankfurt, so that students have various opportunities for recreation around the campus. There is also a cafeteria on the Branch premises. 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.

2.3 Policy and statutes for academic student support

Academic student support is provided by Student Advisors, Academic (Pre-Clinical) Advisors as well as the Clinical Training Advisors. They assist the students in defining and developing realistic educational goals, in keeping with his/her abilities, skills, interests, and career aspirations. Support is provided through an open-door policy, which was positively emphasized by the students. The Student Advisors are responsible for ensuring the students are aware of university regulations and policies and inform the students accordingly. The documents are also available on the website.

2.4 Policy and statutes for financial student support

Student Advisors at the Student Advising Center provide all relevant information on financial aid and scholarships. The information is also available on the website.

There are different types of scholarships. Academic Excellence Scholarships are annually awarded to the top ranked undergraduate students of the University. The EUC also awards alumni scholarships with 10 % for all years of study to relatives of EUC alumni (children, spouse, and brother/sister). Family grants are provided when a family has more than one child enrolled at European University Cyprus. Each child enrolled gets a 10 % grant for all years of study. During the meeting with the student group some of the students were aware of these opportunities but some were not. It could be checked if the possibilities for the scholarships should be promoted even stronger.

In addition, the Student Advisors reported that they always try to find individual solutions for students with financial difficulties, e.g. installment payments.

2.5 Counselling services

The Center of Applied Psychology and Personal Development is offering psychological and counselling services to the members of EUC. The Center was established to promote Prevention, Assessment and Therapy and provide these services to the members of EUC (staff and students) free of charge. The Frankfurt Branch is supported by the Nicosia Main Campus Office with a local psychologist who serves as liaison. The Branch campus has a designated faculty member who works directly with the centrally established office to address emotional or learning difficulties and provide academic assistance.

In addition, the Branch has a Student Consultation Office offering one-on-one sessions with a Medical Psychologist.

2.6 Career office

The European University Cyprus Career Center is committed to providing effective and accurate career guidance to students for self-development and job placement. 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 labor market trends. This service is available to Frankfurt Branch students online.

2.7 Service linking the institution with business

For clinical training, it is planned to cooperate with nearby teaching hospitals. Local community outreach such as Open Days take place.

2.8. Mobility Office

At the central level, the Committee on International Relations, Programs, and Mobility is responsible for overseeing all mobility activities within the Erasmus+ Program. The Committee is composed of representatives from all Schools and key Departments of the university.

At the branch, the Admission Officer is the first point of contact for students who are interested in studying or doing an internship abroad. Most of the currently enrolled students take advantage of the opportunity of externships for clinical training. This involves a clearly elaborated application process which is communicated to students. The branch offers several opportunities with various partners abroad.

2.9. Student clubs/organisations/associations

The student body elects the Student Union annually and it consists of 21 members. The students of the School of Medicine - Frankfurt Branch elect a representative for the Student Union. The Student Union is responsible for organising the General Assembly in which all students participate and present their views on various issues concerning academic and student life.

At the Frankfurt Branch there are further Clubs and Student Association such as the Surgery Club, the Norwegian Student Association as well as the European University Cyprus Frankfurt Medical School Society.

10. Other Services

A Special Committee is appointed by the University, to which all students with special educational needs will be referred. Academic accommodations and/or support concerning teaching, midterm and final exams and accessibility are provided after assessment and the final decision by the Committee. The Center of Applied Psychology and Personal Development of EUC may be involved during the assessment and decision making for some of the above difficulties.

The Office of the Registrar which runs under the Department of Enrolment provides support for prospective students.

All new students are introduced to the School of Medicine curriculum, policy and activities during the Medical Student Orientation, which takes place the week before classes start.

The Frankfurt Branch supports students in their search for accommodation and works closely with independent providers to help students rent an apartment. However, given the tight housing situation in Frankfurt and the high rents, this remains a challenge for students.

Findings

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

See above within the justifications for scores.

Strengths

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

There is excellent service infrastructure for students provided by EUC. Student support in academic and organisational matters is very student-oriented and student-friendly. The processes run very smoothly. The Frankfurt Branch offers students the opportunity to complete clinical externships with various partners abroad.

There is a very diverse and international student body. Clubs and Student Association such as the Surgery Club, the Norwegian Student Association as well as the European University Cyprus Frankfurt Medical School Society promote interaction between students and their identification with the university.

Areas of improvement and recommendations

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

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.

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.

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.

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.

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

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.		
No deficiencies identified.		

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

The library represents a useful learning space with plentiful online access. There is considerable desk space available within the school for students.

Areas of improvement and 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.

- 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		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
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.	4
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
There is a clear mission statement and strategic outlook which is communicated broadly with stakeholders. As a branch campus, we appreciate that the stakeholder panel members reflect that of		

the Cyprus campus, but feel that adjusting this to include relevant representatives in local Frankfurt university and/or hospital environment would add richness. This would add to the extent to which the local academic community was involved in shaping and influencing developmental strategies. We have heard of Professional Associations such as the Hellenic Medical Society which has a branch in Hessen which may provide a useful network. In our branch to the Cyprus campus we suggested patient involvement in the stakeholder group, which should also be implemented.

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.	4
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
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.	5

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

While internal communications with active and prospective students are good, we are yet to see full evidence of how effective EUC are in dissemination with patients and public, and how the demands of society are assessed more broadly. This may be challenging given the international outlook of the institution.

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.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	5
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	5

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 are glad to be able to review the financial business plan for the branch campus.

Additionally, write:

- Expected number of Cypriot and international students

We expect the majority of students to come from Germany.

Countries of origin of international students and number from each country

NATIONALITY	NO OF STUDENTS
Germany	136
France	15
Norway	11
Greece	10
India	9
Italy	5
Spain	5
Iran	4
United Kingdom	4
United States of America	4
Belgium	3
Syria	3
Albania	2
Australia	2
Hungary	2
Netherlands	2
Russia	2
Switzerland	2
Afghanistan	1
Algeria	1
Armenia	1
Belarus	1
Canada	1
China	1

Cyprus	1
Dominica	1
Egypt	1
Indonesia	1
Iraq	1
Ireland	1
Japan	1
Jordan	1
Kazakhstan	1
Madagascar	1
Montenegro	1
Morocco	1
Poland	1
Portugal	1
Saint Kitts and Nevis	1
South Korea	1
Sudan	1
Tunisia	1
Turkey	1
Uganda	1
Yemen	1
Zimbabwe	1
TOTAL	249

Findings

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

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

Strengths

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

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

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

None identified.

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	partially 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		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
2.1.4.1	The teaching and learning	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

2.1.6	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.	5
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.		
We have referred to the scores of the Cyprus campus for areas where the Frankfurt branch is still relatively immature (for example in 2.1.8, given that the first cohort for MD is only in year 3).		
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.	5
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.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
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.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5

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.	5
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	4
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	5
2.2.10.7	Student Welfare Services	5

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

We note the considerable improvements in assessment that have been implemented in Cyprus since our visit, and how these same approaches are carefully shared between the two campuses. There is a strong focus on alignment of the two programmes: from the learning materials shared and the processes for sharing, to the manner in which assessments are designed, delivered and quality assured. Again, some processes are a little early to be certain of, but we have no concerns.

Findings

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

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

Strengths

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

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.



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

-

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	compliant
2.2 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		
3. Administration		1 - 5
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.	5
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.	5
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.	5
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8 The administrative structure is in line with the legislation in force and the Institution's declared mission.

5

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

Broadly in line with views previously expressed for the Cyprus campus

Findings

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

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

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

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

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

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.

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		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Stakeholder scores are reduced slightly in line with Cyprus branch scores, and to represent our views regarding bringing Frankfurt stakeholders into organisational structures.</p>		
4.2 Organisation of teaching		1 - 5

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.	5
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.

As per the Cyprus branch: teaching in small groups, student/academic supervisors and mandatory feedback sessions, especially with those students in danger of failure (GPA drop).

Findings

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

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

Strengths

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

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

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

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.

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.

Given the successes of the MD programme, implemented efficiently and effectively relatively soon after the start-up of the Cypus 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.

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		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
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.	4

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

We would expect to see a reduction in the reliance on visiting fellows as the programme matures. Generally speaking the clinical faculty is still forming as recruitment is ongoing.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work: 8
- Number of special teaching staff working full-time and having exclusive work: 6
- Number of visiting Professors: 16
- Number of special scientists on lease services: 7

All figures are still increasing as it is a growing department.

Findings

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

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

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

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

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

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

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
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		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	4
6.2	The Institution consistently applies internal regulations and procedures of research activity, which set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
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	5

	Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	
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.	n/a
6.11	The programmes of study implement the Institution's recorded research policy.	n/a

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

Given the young stage of the Frankfurt branch, the focus has been on teaching and on research related to preclinical academics - which is predominantly wet-lab in focus. We feel that the policy is in line with this, recognising that it will (and should) evolve in time.

Findings

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

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

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

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

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

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.

Please select what is appropriate for the following assessment area:

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

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
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
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
No identified risks here.		

Findings

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

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

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

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

Nil noted.

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 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.

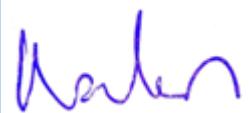



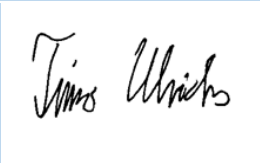
Students are well taken care of through selection, enrollment and the programme itself. Learning materials, especially the skills lab is state-of-the-art with all kinds of mannequins and low and high-fidelity simulation. Learning outcomes are transparent. The first three years provide a comprehensive 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.

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).

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.

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.

F. Signatures of the EEC

Name	Signature
Professor Nicki Cohen	
Professor Anne Herrmann-Werner	
Professor J.-Matthias Löhr	
Michalis Andreou	
Professor Timo Ullrich	
Viktoria Dermanowski	V.Dermanowski

Date: 17-MAR-2025

