

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: May 5th 2022

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia, Cyprus
- **Institution Status:** Currently Operating

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

A. Introduction

This part includes basic information regarding the onsite visit.

The 7 members of the EEC attended the facilities of the European University of Cyprus on the 2nd and 3rd May 2022. Prior to the visit the EEC had been provided with extensive information and data and adequate time to review. The visit was well organized, was run in a timely manner and provided adequate opportunity for the EEC to be satisfied and appropriately complete the evaluation.

The visit consisted of a brief introduction by the members of the EEC, meeting with the Head of the Institution and the Head and members of the Internal Evaluation Committee, meeting with the CYQAA Officer, meeting with the Head of the Department and the program Coordinator of the Master of Science in Orthodontics, meeting with members of the teaching staff on each course for all the years of study (QA session), meeting only with students and their representatives, on site visit to the premises of the School/ Department and observation of one lesson.

The Medical School was established 10 years ago and has developed its education and curriculum, which is now firmly established. They have developed clinical training and research profile and community outreach. The Dental Department was established in 2017 and is now looking for independence as a Dental School. The admission of the first cohort of dental students was in September 2017 and these students are expected to graduate in July 2022. The senior leadership of the university (Rector's office) are encouraging and supportive of new schools within the university including a Dental School as separate from a Medical School. The leadership of the school of Medicine, including the dean are also supportive of the project of establishing an independent Dental School within the university. This will be the first Dental School in Cyprus.

B. External Evaluation Committee (EEC)

Name	Position	University
Coulthard, Paul	Full-time professor	Queen Mary University of London
Ren, Yijin	Full-time professor	University of Groningen
Valmaseda-Castellón, Eduardo	Full-time professor	University of Barcelona
Christodoulou, Panayiota	Student	University of Cyprus
Evangelou Symeonidou, Katerina	Student welfare expert	University of Cyprus
Valiandes, Alexis	Building infrastructure expert	

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	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes	

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

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

1.2 Other Facilities

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

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory
Justify the answers provided for the building facilities by specifying (if any) the deficiencies.		
The School representatives have provided all the required data to the satisfaction of the Evaluation Committee.		

2. Student Welfare Services

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

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

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

The administration staff that supports the student welfare services appears to be adequate for the number of students enrolled in the School of Dentistry. It should be noted that the majority of the administration staff of the student welfare service supports centrally all the students of the European University of Cyprus (EUC).

In addition to the central Student Welfare and Support services, advice is also available from the student advisors (of the Student Advising Center for Dental students), academic advisors and the student ambassadors.

1. Special access for students with disabilities:

EUC has procedures, mechanisms and high quality infrastructures to accommodate students with disabilities (PwD) and ensures equal access to academic studies. Moreover, if professional services are required, such as psychological services, the student support and welfare staff will refer to the appropriate services within the EUC.

2. Recreation areas:

The EUC has numerous recreation facilities – both indoors and out – such the indoor athletic centre and the fitness centre. Students can use these facilities for free using their student identity card.

It also has a big cafeteria, located on the ground floor, which can be used daily by student, staff and visitors.

3. Policy and statutes for academic student support:

The administrative staff of the Advising Centre provides assistance and support services to international and domestic students on a range of matters including academic issues, personal issues and general welfare.

4. Policy and statutes for financial student support:

The EUC offers numerous scholarships to students based on different criteria such as:

- the academic excellence of the students
- athletic scholarships to students who participate in the intercollegiate sports teams
- relatives of EUC alumni
- family grant

Also, if students have difficulties in paying off their tuitions EUC will offer them more flexible payment methods.

5. Counseling services:

Students in need of psychological or other counselling services can contact the Center of Applied Psychology and Personal Development of the EUC free of charge.

6. Career office:

The EUC Career Centre offers the appropriate information to students and graduates on any work vacancies and also provides essential services in personal guidance and development using a career platform. The staff guides students how to prepare for a job interview, how to write a personal statement or a CV. Also it organises career fairs, seminars and workshops.

7. Service linking the institution with business

The EUC has numerous services and partnerships linking with employment market.

8. Mobility office:

All students and full time staff can participate in all schemes of the Erasmus+ program. Students can also choose to go abroad for internship. The Erasmus Academic Coordinator will help students to decide which option suits them best.

9. Student clubs/organisations/associations:

There are over 40 available clubs in EUC open to all students. In addition, the Student Welfare Office develops a Calendar of Activities on a yearly basis and is published online at the beginning of each academic year.

There are also numerous International Student Associations and a Student Union.

10. Other services:

Visa for international students

The Student Welfare Office guides the prospective international students in relation with all necessary documents that need to be filled out and the procedures to be followed through the government authorities.

Student Identity Card

The Student Identity Card is issued for all EUC students and offers a number of benefits.

Dental Student Orientation Program

All new students are introduced to the School of Dentistry curriculum, policy and activities during the Dental Student Orientation Program which take place the week before classes start.

Housing Office

The Housing Office provides assistance with university housing and off-campus accommodation.

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 library was equipped with enough electronic resources. There was a vast array of electronic resources (learning resources, electronic scientific databases, e-journals and e-books).

The equipment, particularly simulation, was impressive. The simulation learning environment covers a wide range of dental clinical skills, from patient examination to treatment planning and implementation.

Technical support staff (10 to 12 persons, with a plan to expand) supporting the whole of the university is centralized. The Dental School receives a good quality service from this team. From evidence gathered from staff and students we have not identified any issues related to technical 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:	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

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		
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.	4
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.	5
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.	3
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 are clear strategic objectives of the medical School. These are the following: 1. education and curriculum development, 2. clinical training, 3. research and external profile, 4. community outreach. We understand that the Medical School has firmly established 1. & 2. and is now developing its research profile and believes that the time is right for a Dental School to		

develop independently and develop its own education and curriculum. The Medical School in the same institution has 10 years experience of delivering its goals and objectives and we believe that the Dental School will take a shorter time given the learning from the strategical planning of the Medical School. However, precise delivery time points were not provided.

Cyprus Dental Association and the student body, as far as we know, have not contributed to the strategic discussions to develop a Dental School independently from a Medical School, although they are now contributing to the quality assurance and accreditation.

The institutional application specifies adequate criteria and quality indicators.

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.	5

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

The new Dental School will contribute to meeting the oral health needs of the local community. One of the 3 mission statements of the academic profile and orientation of the institution is to “understand and serve the needs of our society”, and among the specific aims, there is to build “strong partnerships with industry and society”. Strategic pillar II is “Engagement with Industry and Society”. We understood from verbal presentation the intention to provide dental services to schools, prisons or institutions for elderly people. Institution’s social contribution is specifically addressed in page 86 of the institutional application.

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.

The institutional application states that the institution has the resources to adequately deliver the educational programs. We were not provided with the detailed business plans or financial information data.

Additionally, write:

- Expected number of Cypriot and international students: approximately 70 students per year, with approximately 30% Cypriot students, 30% Greek and 40% others. The program admissions is open to all countries, without specific targets, which we believe is good and avoids the risk of focusing on one region alone. Approximately half of the countries are European with current cohorts.
- Countries of origin of international students and number from each country. Some of this information is specified in the Department application (Information about students).

[Click to add text](#)

Findings

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

There is a well-developed mission statement, which is publicly accessible.

Strengths

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

- Five-year BDS degree with English language of instruction. The degree prepares graduates for immediate employment, specialization, academia and / or research.
 - Modelled on European Union Directives and other international health care standards.
 - Dynamic and technology-driven learning approaches.
 - Clinical and communication skills training in state-of-the-art simulated preclinical dental facilities.
 - Access to the most advanced dental laboratory facilities.
 - Recognisability of the EUC BDS program:
- (a) International students from different countries promote multicultural environment.

(b) Excellent faculty with international recognition and who have held positions in other academic institutions.

Areas of improvement and recommendations

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

Click to add text

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		
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.	5
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	5
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	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.	3

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

The assessment policy includes course evaluation, teacher evaluation, internal management control/assessment within university, external management control/assessment by government or other external body, Quality reports, Publicity and Analysis.

We presume that a transcript is available upon request by student on graduation although we were not provided with evidence of such.

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	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	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.

[Click to add text](#)

Findings

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

The institutional application specifies and details the composition, duties, responsibilities and methodology of an examination committee.

Strengths

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

Student feedback used to improve programs of study.

We noted a broad range of innovative teaching methodologies and use of technology for effective teaching.

Learning experience is enhanced by recovering data using specific learning software.

The group sizes were small, which facilitates the quality of education, engagement and interaction.

It was pleasing to see a good gender balance, with approximately 55% female undergraduates.

We also noted the diversity of nationalities, with 33 nationalities.

Areas of improvement and recommendations

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

Greater involvement of external stakeholders in curriculum design would be helpful. For example, the use of external examiners, would offer annual opportunity for development rather than the five-year review, or a mid-term review with external academics.

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.

-

Findings

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

We found a broad range of administrative support employees appropriate to the needs of the Dental School.

Strengths

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

- Robust administration of admissions was evident.
- Use of deposit payment system for tuition fees.
- Team of administrators across the universities is growing to match the changing needs.
- Well-organised faculty development seminars.

Areas of improvement and recommendations

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

Monitor needs for changing administrative support as the Dental School and University develops.

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.	5
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. Click to add text		
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.

[Click to add text](#)

Findings

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

In the clinical flow of patients is not clear if each student has access to the number of required clinical procedures. For instance, a patient taken on by a dental student may require treatments the student has already gained competence in. It would be helpful when students graduate that patients be transferred to junior students taking into account the type of dental procedures needed by the next student. On the other hand, some treatments might require competences the students have not gained yet.

Strengths

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

The Medical School is accredited by the World Federation of Medical Education and the Higher Education Accreditation Agency (HEA).

The Dental School has an integrated spiral curriculum structure, which is innovative and allows the students to revisit knowledge, whilst driving towards mastery. The curriculum is designed to deliver active learning in the later years.

There is an extensive use of learning technology (technologically driven teaching and learning), including the use of simulation, virtual reality, clinical skills and haptics.

Teaching research methodology, biostatistics, epidemiology, so that students can undertake review of the scientific literature and understand the principles of critical appraisal.

A comprehensive hard copy logbook is used to assess the quality and volume of dental procedures undertaken by students. We understand there is a plan in development for an e-logbook, which will be excellent in terms of data security and monitoring for the fair allocation of patient treatment.

Induction and orientation days are good for development of professionalism. Professional behaviors and ethics are a significant part of the dental curriculum in developing attitudes for professional behaviour.

We noted diversity and inclusivity of staff and student body and their pride in this.

Areas of improvement and recommendations

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

We noted that undergraduate dental students assisted each other in clinics, which seems to be acceptable both to staff and students. However, in very many European countries, the traditional model would be the students to be assisted by a dental nurse/assistant. We presume that local graduate dentists will work with such an assistant in general dental practice. In addition, many international graduates will definitely be working with a dental assistant. We recommend that consideration be given therefore for dental nurses to be employed, so that students can gain the necessary teamwork experience.

Representatives of the students expressed that they preferred more short lecture sessions and more small group seminar workshops and lab hours.

We recommend considering peer teaching and support across the curriculum.

The growth of student numbers in the following years must be addressed by expanding the number of facilities and recruiting more patients.

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.	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.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Although we were informed of teaching staff number, we do not know the number of visiting professors or special scientists on lease services. We could not find evidence of the subject areas of the visiting professors or special scientists on lease services.

- Number of teaching staff working full-time and having exclusive work: 14 full-time teaching staff and 44 part-time teaching time.
- Number of special teaching staff working full-time and having exclusive work.
- Number of visiting Professors. Unknown.
- Number of special scientists on lease services. Unknown.

The number and qualifications of teaching staff is adequate for the programme. However, numbers of visiting professors and special scientist on lease services were not specified.

Findings

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

Fourteen full-time staff includes the following: 4 professors, 2 associate professors, 3 assistant professors, 5 lecturers. The supporting staff included 2 administrators, 1 assistant, 2 X-ray assistant, 4 laboratory assistants, 1 purchasing officer. Further academic positions are due to be advertised.

The institution rewards successful research by reducing teaching hours.

Strengths

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

The institution rewards successful research by reducing teaching hours.

A high staff to student ratio was noted, with 1 staff to 10 students for clinical simulation teaching and 1 to 5 staff to student ratio for patient clinical experience.

Staff development is adequate, and we are pleased to see opportunities for reward as annual award for teaching excellence.

The institution is committed with gender equality and is already showing good evidence of this.

Areas of improvement and recommendations

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

We understand that there may not be a system in place for external examiners and would recommend this.

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.	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.	3
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	3

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.

We marked point 6.7 as partially compliant because Dentistry had not yet the opportunity to deliver research outcomes to inform education.

We marked point 6.9. as partially compliant as we were unable to compare research funding with other institutions in Cyprus and abroad because Dentistry is not yet at the position and strategy to obtain external grant income.

Findings

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

We mark point 6.7 and 6.9 as partially compliant because Dentistry had not yet the opportunity to deliver research outputs to inform education.

We marked point 6.9. as partially compliant as we were unable to compare research funding with other institutions in Cyprus and abroad because Dentistry is not yet at the position and strategy to obtain external grant income.

It is pleasing to see that efforts are made to encourage research, such as the Annual Award in Teaching Excellence.

Strengths

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

- Eligibility is being sought for 'Time's Higher' recognition. Dentistry already is included in impact ratings.

Areas of improvement and recommendations

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

A research strategy should be developed, so there are clearly focused areas of research that will show impact, in addition to high quality publications. This will enable the building of research reputation and international recognition for the new school.

We also recommend the appointment of high-profile experienced researchers to lead research teams. This will lead to the opportunity to attract PhD students.

We encourage leadership of research in collaboration with academics across the university and also externally.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
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		1 - 5
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.	3
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.

We marked point 7.3 as partially compliant. Considering that the institution has made extensive investment in both teaching and research material and the policy of resources is specified in the application form, profits and donations will be used in the benefit of the university community. It is too early in the business cycle to expect significant profits yet.

Findings

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

The institution seems to have allocated the adequate resources to support the learning objectives. Regarding patient resources, we were not provided with clear evidence of patient numbers for clinical session, although we understand that clinics are generally busy and provide an adequate clinical experience for the students. We note that students have a comprehensive logbook to complete, but we were not provided with the information about the number of procedures required to complete before graduation. We are not sure that students are exposed to surgical procedures beyond extractions, such as implantology.

Strengths

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

We're pleased to see the leadership team for Dentistry has sufficient autonomy for management of its resources for education, research and community engagement.

Areas of improvement and recommendations

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

Three-dimensional image techniques (particularly CBCT) should be provided.

It is unclear to the EEC how many patients are treated by year, so it is hard to evaluate whether the number and type of clinical treatments will be enough to meet student and patient needs.

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.

We were pleased to see the support from the senior leadership. In addition to provide education and research, the establishment of a new Dental School will also offer clinical service to provide the needs of the local population and also offer employment opportunities for local population.

It is good that the university has sought the views of external stakeholders, in particular the Cyprus Dental Association. At this moment there are 1089 practising dentists in Cyprus. Whilst this will be seen to satisfy the needs of the local population, a significant mission of the university is to offer education and training to the international market. It is significant that this will be the first established independent school in Cyprus. This is a landmark statement for the country. This will provide worldwide acknowledgement of the education and research to be undertaken in the Republic of Cyprus.

The Medical School was established 10 years ago and has developed its education and curriculum, which is now firmly established. They have developed clinical training and research profile and community outreach. The Dental Department was established in 2017 and is now looking for independence as Dental School. The admission of the first cohort of dental students was in September 2017 and these students are expected to graduate in July 2022. The senior leadership of the university (Rector's office) are encouraging and supportive of new schools within the university including a Dental School as a separate from a Medical School. The leadership of the school of Medicine, including the dean are also supportive of the project of establishing an independent Dental School within the university.

Despite the challenges posed by the COVID19 pandemic and its particular impact on the practice of dentistry, the leadership team has demonstrated resourcefulness and innovation in providing adequate clinical experience for the students.

In addition to research and teaching we were pleased to find community engagement, such as students producing posters, pamphlets and examination of patients in the community during oral cancer prevention week.

In conclusion we would like to congratulate Dentistry on its forward thinking and innovative strategic planning.

We the EEC confirm that we fully support the introduction of a School of Dentistry. We recognized that this is a significant step change in the development of the institution, and we understand that there will be challenges, but we believe that the strength of leadership and planning that we have seen the evidences of will enable this programme to come into fruition.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Coulthard, Paul	
Ren, Yijin	
Valmaseda-Castellón, Eduardo	
Christodoulou, Panayiota	
Evangelou Symeonidou, Katerina	
Valiandes, Alexis	

Date: May 5th 2022

