



Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 01-August - 2025

- **Higher Education Institution:**

NATIONAL AND KAPODISTRIAN UNIVERSITY OF
ATHENS (NKUA) – CYPRUS BRANCH

- **Town:** Nicosia, Cyprus

- **Institution Status:** New



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

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) of the CYQAA undertook a two day visit (24th-25th July 2025) to the Theological Academy of Nicosia in order to meet with the National and Kapodistrian University of Athens (NKUA) team responsible for their new Cyprus branch campus.

We heard how the University already has five campuses across Greece with 44 undergraduate and 238 postgraduate accredited programmes. They are the top-ranked university in South East Europe and the first choice for school graduates in Athens and Cyprus alike. Approximately 10% undergraduate students at NKUA are Cypriot nationals and links between NKUA and the University of Cyprus (UCY), as the premier public university in Cyprus, are long-standing.

Within medicine, approximately one quarter of doctors practising in Cyprus are NKUA alumni, and this initiative has strong and broad support from stakeholders – including national and local government, Cyprus Medical Association leaders and the Church, many of whom are NKUA alumni and with whom we met. We have heard how there is also strong support for this initiative from the Cyprus population, with a phone survey undertaken as part of an initial feasibility study.

We have been advised that the current Council of NKUA, instated in September 2023, identified the formation of this branch campus as a strategic initiative in October 2023. Since then, a change in Greek law had been necessary in order for the branch application to be possible. Because of the series of decision points already undertaken, the accreditation visit occurred approximately two months before the initial three programmes (Medicine, Business, Management) were due to start, with a further four programmes (Nursing, Psychology, Education, Classics) scheduled to start, subject to accreditation in academic year 2026/7.

As part of the branch campus development, the Theological Academy will provide classrooms and similar university buildings (which we visited) until a permanent campus is established, with the local government recognising that this development aligns closely with plans to regenerate the Old Town in Nicosia, and investing accordingly, resulting in the provision of student accommodation. The branch campus initiative, then, has four main drivers:

1. Increasing the quality of education within Cyprus, uniquely positioned at the gateway between Mediterranean and Middle Eastern cultures.
2. Accelerating academic research in Cyprus to create world-leading impact as part of true academia.
3. Improving the breadth and quality of healthcare on the island and driving the retention of locally-trained doctors in the Hellenic world.
4. Acting as a nidus to drive the regeneration of Nicosia Old Town which began in 2016.

The principal benefit of an institution with status such as NKUA establishing a branch campus is as a driver to establish a University Hospital in Cyprus, which will be transformational in clinical academia on the Island. By creating a route for research-intensive clinicians to continue their clinical practice while contributing to research and educational initiatives, the provision of sustainable high-quality care across Cyprus will be accelerated.

While we have no doubt of the high standard of *clinical* medical education provided by NKUA in Athens, including the management or ownership of 14 hospitals, of which 10 are public institutions;

material available to us as part of this accreditation exercise was limited to preclinical education, medical educators across all semesters and current buildings scheduled for teaching. While we were provided with the MoU with El Greco Hospital, we had no opportunity to directly evaluate or observe clinical learning environments, schedules, simulation etc. We have therefore refrained from considering the clinical three years of this traditional medical curriculum, instead advising that this is undertaken within the next 1-2 years as part of ongoing quality assurance processes.

Three members of the EEC have uniquely been part of the accreditation process of all medical schools in Cyprus and two other branch campuses of Cyprus universities elsewhere – and we see the benefit of a University Hospital as the key instrument for future success *across all four institutions*, for the Island.

In order to comprehensively assess a whole programme, the committee usually observes and evaluates all aspects of the programme. This includes stakeholder meetings with all relevant groups (university, school, pre-clinical and clinical faculty, hospital staff, students, administrative staff and external stakeholders) and site visits to labs, teaching facilities and hospital premises. Equally, a departmental evaluation refers to the branch department, and an Institutional one to the branch institution (rather than the parent department or branch).

With two previous accreditations involving establishment of a foreign branch, both universities presented the parent faculty as well as the new branch settings. This is logical when the parent institution falls under the remit of the CYQAA. Understandably here, this is not the case. It equally means that the EEC cannot accredit or evaluate the learning experience and facilities in Greece directly.

Although we have no doubts about the credibility and impact of the National and Kapodistrian University of Athens (NKUA) and its general capability for successful transfer of their clinical programme to the Cypriot conditions, we can only accredit what we have actually seen/been shown. With this in mind, our rankings are based as follows: “partially compliant” (3) is appropriate in all cases where we didn’t have the opportunity to assess things in practice. This is not to degrade the NKUA or their potential Cyprus branch but our responsibility as highly professional accreditors to keep up with internationally recognised standards. Readers may want to recognise this in their interpretation of our report below.

We sincerely thank the NKUA colleagues with whom we met for the paperwork they provided and the openness and collegiality of our discussions. The visit was organised promptly and effectively by key members of the CYQAA, who we hold with very high regard.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Nicki Cohen	Dean of Medical Education	King's College London, UK
Prof. J.-Matthias Löhr	Professor of Gastroenterology	Karolinska Institutet, Sweden
Prof. Anne Herrmann-Werner	Professor of Medical Education	University of Tübingen, Germany
Mr. Kleanthis Pissarides	Student Welfare Expert	University of Cyprus
Mr. Alexis Valiantis	Civil Engineer	Cyprus Scientific and Technical Chamber (ETEK)
Mr. Michalis Andreou	Medical Student Representative	University of Cyprus

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.	No
1.1.2	An operating license issued by the Local Authorities		No
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	No
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.Ε.Κ 103	No
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	No
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes&No*

NOTES:

1. **The Medical School of UOA, will temporarily operate for a period of approximately two years in the following buildings. According to the University's representatives, the temporary setup is necessary so that the permanent buildings are completed:**
 - a. **Isokratous Str. Listed Buildings (Dept. of Nursing)**
 - b. **Stoa (CSEO) Lellos Dimitriades square (Medical School)**
 - c. **Ex EKATE Building, City Hall corner - (Medical School)**
 - d. **Elenion School (Rector's Office)**
 - e. **Achillios Library (Library & Computer Room)**
 - f. **Student Halls at Adamantiou Korai str. Archbishop Palace.**
 - g. **Student Halls at Vassiliou Voulgaroktonou & Komninou & Arsinois.**
 - h. **Archbishop Palace Restaurant**
2. **Permanent Buildings (to be operational after two years. They are not included in the current evaluation).**
 - a. **Stoa Tarsi**

- b. Irene Hall
- c. Tsaoushis Building
- d. Science Academy Building
- e. O.CH.E.N. Building in Faneromeni Church,

Notes:

1.1.1.2

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

It is noted that the buildings under evaluation, are currently not permitted for the intended use which is Buildings for Higher Education and especially for a Medical School with special requirements for laboratories etc. Except for the student halls, the buildings are permitted for other uses, which may be similar, i.e. for commercial or office use. It is likely that during the process of acquiring permits for Higher Education use, the permitting authority may impose further requirements that should fit the purpose of Higher Education Usage. These requirements are expected to focus on laboratories, specially suitable for medical education.

1.1.2

The operating licences have not been submitted because they have not been issued yet. The undersigned evaluator's opinion is that the operating licences should be issued shortly. This is a typical process. Once the buildings are completed, the permitting authority will inspect the buildings and certify their compliance with the issued building permits and issue the Final Approval Certificate and then the Municipality of Nicosia will issue the required Operating Licence. It is noted however that the Final Approval Certificate has been submitted for STOA building. According to the rest of the material submitted it seems that it is a matter of time for the above procedures to be finalised.

1.1.3.1 & 1.1.3.2

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

1.1.3.3

The Certificates 104 have been submitted for all buildings except for Elenion School (Rector's office) which is a public elementary school and is regulated and checked on

a regular basis by the Ministry of Education. The material submitted is considered satisfactory.

1.1.3.4

UOA's representatives submitted a Fire Safety Certificate only for STOA Building. The remaining Fire Safety Certificates are expected to be issued within the process of the Final Approval of the Buildings expected to take place within 2025. These certificates will for the commercial usage permits and not for the Higher Education Usage but the two usages are not expected to have major differences.

1.1.3.5

The Certificates for Adequate Electrical, issued by the Electromechanical Department have been submitted. The Certificates for the Mechanical Services have been submitted although signed by the design and supervision engineers of each building. The undersigned evaluator is of the opinion that the above can be accepted for the temporary period.

1.2 Other Facilities

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

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

OTHER NOTES:

1.2.1 & 1.2.2

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

1.2.2

The number of laboratories and their adequacy cannot be verified because the buildings under evaluation have not been permitted as buildings for higher education. It is expected that during their permitting as Medical School Facilities, the permitting authorities will impose further requirements to be implemented.

1.2.6 , 1.2.7 , 1.2.8

UOA's representatives have presented a number of public spaces which can be used by the student's, teaching staff, administrative staff and for people with disabilities. However, UOA must submit agreements with the parking spaces owners i.e. the Municipality of Nicosia who is the major owner of most of the parking spaces that the students may use freely or under specific conditions these parking spaces.

FINAL REMARKS / CONCLUSION

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

UOA's Medical School application for the matters concerning the building facilities, lacks some of the documentation required according to the specific notes above. However, the actual condition of the buildings is well satisfactory, although their compliance with the requirements for a Medical School cannot be verified at this stage as they are not permitted as medical school facilities. It should be mentioned that the buildings under evaluation, are newly renovated buildings with modern installations and proper facilities for disabled access and upon visual inspection (although certainly not exhaustive) the undersigned evaluator is satisfied. It should be expected that the building owners, who are the Municipality of Nicosia and the Archbishopric, will take the necessary actions to acquire the missing documentation and permits within a reasonable amount of time in their capacity as credible and well established organisations.

The undersigned evaluator has the opinion that CYQAA could give an extension of time to UOA to sort out the above noted.

Therefore, the current evaluation could be deemed conditionally and temporarily successful within the time frame of the extension of time decided by CYQAA.



Alexis Valiantis

Civil Engineer

Buildings Expert

1. 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

Currently, no administrative staff has been appointed for student welfare, as the National and Kapodistrian University of Athens (NKUA) branch in Cyprus is under establishment and therefore hasn't recruited any administrative personnel.

The following statements are made based on discussions with the NKUA staff and relevant written documentation. As per the information gathered, the organisational framework and operational plan for Student Welfare Services have been developed and scheduled for implementation. The plan and framework are very much based on respective actions and procedures currently established in the NKUA in Greece.

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

1. Special access for students with disabilities:

The admission process will be accessible to students with disabilities and the procedures will be thoroughly communicated to students from the beginning of their studies, ensuring equal access to academic studies. In line with what is currently in place in NKUA in Greece, an Accessibility Unit ("Unit of Coequal Access for persons with disabilities and persons with special educational needs"), will be established to support the academic needs of students with disabilities and health conditions, ensuring equal access to educational resources and services. Once operational, the Unit will provide services to students who hold a valid diagnosis certificate issued by an official authority

or licensed healthcare provider. Eligible conditions will include sensory disabilities, motor disabilities, learning disabilities such as dyslexia, pervasive neurodevelopmental disorders including autism spectrum disorders, severe chronic illnesses, and significant psychosocial challenges.

2. Recreation areas:

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

3. Policy and statutes for academic student support:

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

4. Policy and statutes for financial student support:

NKUA branch will offer scholarships up to 10% of undergraduate students based on excellence or socio-economic criteria. The specific criteria and details will be determined by the Provisional Administrative Council. The offered scholarships will cover both tuition fees and accommodation.

5. Counselling services:

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

6. Career office:

The Career Advisor will support students in their career development and job placement. Furthermore, NKUA Cyprus Branch is planning to hold annual events to support networking between students and potential employers (Career Days, VCareer Festival), in line with similar actions currently held by NKUA in Greece.

7. Service linking the institution with business

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

8. Mobility office:

The office will be staffed by at least one Officer that will be responsible for establishing and managing bilateral agreements and partnerships with other Universities, with the aim of promoting academic and clinical mobility opportunities for students and faculty. The Office will operate under the guidance of a three-member Academic Committee and the coordination of the Provisional Administrative Council of the Department of Medicine.

9. Student clubs/organisations/associations:

Upon enrolment students will be encouraged to establish a student association to participate in the Branch's collective governance bodies. Furthermore, NKUA Cyprus Branch is planning to initially operate 3 Student Clubs for students at the Medical School, which correspond to clubs already in place in the NKUA in Greece. Namely these are:

1. a sports club
2. a cultural club
3. a club offering pro-bono medical services to people in need in Cyprus (e.g. refugees)

10. Other services:

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

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

2. 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.

We have been assured that library facilities including computer access will be available to NKUA-Cyprus branch students. However, we didn't see these facilities during our visit. For technological and technical support, a well-trusted staff member from Athens will take care of things starting smoothly until new faculty is recruited for these responsibilities.

C. Guidelines on content and structure of the report

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
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.	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.	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 strategic development plan running till 2028 easily accessible on the Athens homepage. External stakeholders were involved in the decisions for Athens and additional ones were included for establishment of the Cypriot branch.

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.	5
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Institution has an effective communication mechanism with its graduates.	4

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

The institution has taken considerable efforts to understand Cypriot needs and accommodate for them. Given the long history of collaboration, national similarities and overlapping medical workforce, we anticipate that this will be excellent.

However, as the programme is not up and running yet, there are no institutional activities in which stakeholders' demands could be taken into account. Similarly, while public sentiment has been captured as part of an initial feasibility study, information cannot be formally distributed before the programme hasn't been given permission to start.

As there are no graduates yet, it is hard to judge the effectiveness of planned communication strategies. However, judged by the current system at the parent institution, there may still be some room for improvement to actually monitor more precisely where graduates go to and what their career paths look like. This may be of particular interest as one goal of the Cyprus branch is to cater for the need of locally staying doctors in the Hellenic world.

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	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.	4
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

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

NKUA has excellent academic and administrative staff of which several are prepared to either relocate permanently or temporarily to Cyprus or at least fly-in / fly-out until permanent branch campus staff are in place. We have been told that they plan to recruit around 40 academic staff members in the next year and have been assured that faculty is equipped to tackle this task easily. The well running train-the-trainer programme in Athens will be mirrored at Cyprus, too.

The Cyprus branch is expected to financially break even after 4 years - until then funding is already secured.

NKUA Cyprus branch has clearly identified a need for Cypriot students to study in Cyprus using the Greek language, and as entry is highly competitive, only the best students will be attracted.

Additionally, write:

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

NKUA's stated aim is for 60 places / year of which most will be taken by Cypriot students. However, there will also be Greek and Expat students in the programme. Other international students are relatively unlikely - as the programme will be in Greek.

Findings

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

As NKUA is a well established university with a high reputation, the Cyprus branch will definitely benefit from existing clear procedures and values. The prominence of this development within the public psyche is evident and should provide for further engagement with local society, which may extend, for example, to the development of patient educators.

Strengths

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

Clear procedures and a highly esteemed reputation of the parent institution will help the successful introduction of a Cyprus branch.

Areas of improvement and recommendations

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

It will be crucial for the institution's and the study programme's success to keep in close contact with the Cypriot (medical and public) community who are best placed to highlight the significance of this new initiative for the local health service system.

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)

<u>Sub-areas</u>
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
N/a		
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	4
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.

Assessment in this area draws upon NKUA Athens information. Though we haven't been shown rooms for practical and laboratory sessions, we have been assured that the excellent rooms from UCY - with which the external evaluation committee is pretty familiar - can be used for these purposes.

Findings

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

The NKUA has a rigorous quality assurance system in place of which the Cyprus branch will undoubtedly benefit.

Strengths

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

The external evaluation committee commends NKUA on their clear and transparent structures in place. It is particularly noteworthy that they put a lot of effort into bidirectional feedback-loops (between students and faculty) and will hopefully transfer this concept equally to (and between) the Cyprus branch.

Areas of improvement and recommendations

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

We would suggest that the new campus would provide an excellent opportunity to develop holistic learning analytics, which would benefit the parent institution in the long-term. We see the Cyprus campus as an excellent opportunity to innovate, and both campuses should take full advantages of improvements reciprocally - with an established reporting process.

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

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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Nothing to be justified.</p>		

Findings

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

The NKUA has a strong and well-functioning administrative structure and processes. We have been assured that the same procedures will be applied to the Cyprus branch so a smooth and transparent operation is to be expected.

Strengths

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

Well structured committees and administrative processes.

Areas of improvement and recommendations

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

As the NKUA Cyprus branch will be new to the island it would benefit the broader educational infrastructure if administration staff at NKUA aligned and networked with those in comparable roles at the other existing universities, for exchange of knowledge, local practices and support.

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.	3
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.

We have been assured that the well functioning planning procedures from Athens will be mirrored in Cyprus. It has been taken particularly care of aligning the planning with all potentially important regulations (e.g. Greece, Cypriot, EU, WFME, etc.).

As in Athens, the decision has been made to have no patient contact up until the end of the 3rd year. This is very late for various reasons and definitely does not help to connect theory and practice.

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.	3
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	3
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	3

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

Again, we have been ensured that all administrative things will be mirrored from Athens (4.2.1 and 4.2.2). As there is no running programme yet, it is not possible to judge how

communication (including) feedback is. Also, as most of the rooms couldn't be shown yet, this can't be judged comprehensively either.

Findings

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

NKUA has a rigorous learning and teaching planning scheme in place that will be transferred in its entirety to the Cyprus branch. We assume that room allocation will also be appropriate. Those we viewed seemed an appropriate initial solution. We trust that the established feedback and communication culture in Athens will be transferred to Cyprus, too.

Strengths

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

Vast experience of NKUA with planning and organising teaching.

Areas of improvement and recommendations

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

We have learned that the NKUA places strong emphasis on preventive medicine content which is timely and highly relevant. We have also been assured that content on professional identity formation is part of the class on "Epistemology, History & Ethics of Medicine". However, given the high prevalence and relevance of mental health issues, we would highly recommend to have mandatory classes in this topic much earlier in the curriculum than semester 5 (class "medical psychology")

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	Partially compliant
4.2 Organisation of teaching	Partially 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.	3
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.	3
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	3
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.	3
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
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.	3
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.	3
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.	3
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.

Very few of this can be assessed since the program is not yet in operation. Faculty is "on loan" from Athens to the branch.

No information was given on the visiting professors, however, we trust the UoA's general attitude towards providing whatever is necessary.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work

- Number of visiting Professors
- Number of special scientists on lease services

We were advised that all subjects to be taught during the first year will be covered by faculty coming from Athens. NKUA has undertaken to appoint 40 FTE faculty in time for the first year of teaching. The long-term aim is for a student staff ratio of 9:1.

Findings

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

NKUA plans to immediately start the process of announcing, then evaluating and eventually appointing a total of 40 FTE to the Cyprus branch. In the meantime, faculty from Athens is willing to cover the subjects to be taught during the first year through a fly-in fly-out arrangement, presumably without detriment to the operation of the parent institution's academic function.

Strengths

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

We are assured that the breadth and theoretical content of year 1 of the MD programme can be covered by Athens staff providing protection as described above, should appointments not be in place. As such, it is not possible at this stage to vouch for the provision in Cyprus of the clinical years of the programme. Provision of the remaining two years of the preclinical programme needs urgent attention, we are assured that this is within NKUA's focus and would see that this should form part of a further visit in 1-2 years time, when the clinical teaching arrangements can also be explored.

Covering the first year of teaching with faculty from Athens is ensuring the necessary quality. Some of the existing faculty is ready to relocate to Cyprus once the program is accredited and starting. A process for evaluation is in place from the Athens operations.

Areas of improvement and recommendations

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

Onboarding must be done very carefully to ensure the same quality of teaching in Cyprus. Little has been said about the research opportunities (and possibilities) for the academic staff to be placed in Cyprus. Using facilities together with UCY at their premises is an option - maybe even creating opportunities to the mutual benefit of both universities.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Partially 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.	3
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.	4
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.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11	The programmes of study implement the Institution’s recorded research policy.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Most of these items can only be deduced from the operations ongoing in Athens, however, research needs physical space that is not available at present.</p>		

Findings

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

NKUA/UoA rightly prides itself to be the leading Hellenistic University, also in Biomedical research. While this is an excellent basis and definitively needed in the Cyprus sphere, establishing the teaching at a Cyprus branch appears to be the priority #1.

Strengths

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

Existing faculty providing teaching is experienced in research. NKUA/UoA has the necessary track record and measures to support and facilitate research - all the way to support student research.

Areas of improvement and recommendations

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

Coming to an agreement with UCY for the use of their facilities in the new building (where an entire floor is to be used for research) would provide the necessary access for medical students for research projects and even give (new) faculty the possibility to conduct research on their own. Transferring research-active faculty from Athens to Cyprus and appointing new research-intensive new faculty could kick-start this process. Internal funding incentives are certainly necessary to speed up this process.

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		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
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.	4
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.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The financial resources will be in-aid by providing faculty from Athens, the tuition fees (of at least 30 students), and financial support from the local government (grant-in-aid, rooms, student housing). A break-even is envisioned by year 4 of operations.</p>		

Findings

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

See above. There seems to be a solid financial plan with well thought allocation of resources. The branch campus will technically be a private not-for-profit institution but we note that bursaries are available for 10% students and that suitable accommodation at affordable rates will be made available in Old Town Nicosia, free in Athens should the need arise.

Strengths

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

Clear budget allocation. The enthusiasm is palpable and transmits into financial commitments from Cyprus (local government, church).

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 the following assessment area:

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

D. 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 EEC would like to thank NKUA for the information it shared, both formally and informally with us through the two day visit and associated paperwork. We are all very clear of the ambition, commitment and huge expertise that NKUA will bring through a branch campus in Cyprus.

We see several positives in the development, which have clearly been articulated by all stakeholder groups

1. The opportunities for this to increase the provision of doctors in the Hellenic world who aim to stay local.
2. The opportunities this provides to society, in terms of research capacity and local regeneration, and to patients in terms of enhanced patient care.
3. The **paramount advantage** here being in the development of a **University Hospital**. While this will clearly take lobbying and political will, we see in NKUA a new level of expertise and gravitas to make this a reality, and we sense that this is shared by politicians and other leaders.

There are also several challenges

1. As a panel we have witnessed and accredited three excellent medical schools in Cyprus. We have heard how NKU has worked with UCY for several years. It is essential that the development of a fourth school on the island does not hamper the initiatives of the other three. To be beneficial to the Island it must evolve but not dissolve the educational landscape.

2. The University Hospital must be available for clinical academics across all medical schools to continue their clinical practice. There is true value in this inclusive approach.
3. The timeline here is incredibly tight. While we understand that this has been a strategic initiative of NKUA since late 2023, we are in the position of being invited to approve something a few weeks before it starts.

On that basis, our findings are the following

1. While we support this initiative, it is on the basis of **meaningful co-operation** with the three existing schools, public and private, without impingement on their clinical training capacity or existing research successes. Evidence of this co-operation should be a central feature of all future quality assurance.
2. We consider starting a six year programme in a few weeks a considerable risk. Concrete written contingency arrangements are minimal. It may be that these are possible either with UCY or with NKUA Athens branch - but the specifics of this are for a future EEC panel to evaluate, rather than this one to determine.
3. We therefore **provisionally approve** an initial cohort of 30-40 students, to match rather than exceed those at UCY, mitigating risk, noting that this is economically viable.
4. We cannot currently approve the clinical years of the Cyprus programme, and ask that this is evaluated by a further visit in perhaps 18 months, in advance of the clinical programme starting. This will provide greater insight into the operation of the campus and allow for formal approval of the clinical years in advance of their beginning.
5. Until then, we have heard of the clinical training capacity that exists in Greece, and would strongly advise that this is formally held in backup so as not to disadvantage the initial cohorts of students starting at the branch in Cyprus.
6. Accordingly, the initial cohorts of students admitted should be provided with a written undertaking by the University that their full training programme will be honoured even if this is not possible on the island.
7. Should the University hospital not materialise, or NKUA feel that it cannot, for other reasons, continue with the branch, existing students must not be disadvantaged and clinical training opportunities for example those in Greece should be drawn upon.

EEC wishes NKUA every success with this exciting and vital initiative.

E. Signatures of the EEC

Name	Signature
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Prof. Nicki Cohen	
Prof. J.-Matthias Löhrl	
Prof. Anne Herrmann-Werner	
Mr. Kleanthis Pissarides	
Mr. Alexis Valiantis	
Mr. Michalis Andreou	

Date: 01-August-2025

