

Doc. 300.1.1

Date: 14/01/2022

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Life and Health Sciences
- **Department/ Sector:** Department of Health Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Φαρμακευτική (5 έτη/300 ECTS, Ενιαίο και Αδιάσπαστο Μεταπτυχιακό Πρόγραμμα)

In English:

Pharmacy (5 years/300 ECTS, Integrated Master)

- **Language(s) of instruction:** Greek/English
- **Programme's status:** New
- **Concentrations (if any):**



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].

In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the University of Nicosia (UNIC) campus on January 12 2022. The EEC members had first meeting with the Head of the UNIC and members of the Internal Evaluation Committee, who were present both online and on site, namely Prof. Philippos Pouyioutas, Rector, Prof. Panayiotis Angelides, Vice Rector for Academic Affairs, Prof. Kyriakos Felekkis, Acting Dean of the School of Life and Health Sciences, Dr Christos Petrou, Acting Head of the Department of Health Sciences, Pharmacy Program Coordinator, Dr Lefteris Zacharia, Pharmacy Program, and Mr Kyriakos E. Georgiou, Mr Lakis Agathokleous from Office of the Vice Rector of Academic Affairs. The UNIC representatives presented the structure and the goals of the University for prospective students and students` assessment in the education institution. Next, the EEC members met with the Head of the relevant Department and the program Coordinators, who made short presentations of the School`s and Department`s structure. The feasibility study of the program was presented, its philosophy and allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment and criteria of final exams. During the meeting after a short break, Dr. Christos Petrou, Acting Head of the Department of Life Sciences, Pharmacy Program Coordinator presented the methodology and equipment used in teaching and learning i.e. hardware materials, online platforms, teaching material, evaluation methods, projects. Dr Petrou also presented a SWOT analysis for the program. After that, a short discussion on the content of each course took place. After a working lunch of the EEC members, with the CYQAA Officer George Aletraris, the EEC held separate meetings with students and recent graduates (on site and online), members of the teaching staff on each course for all the years of study and members of the administrative staff. Finally, in the late afternoon, a guided tour to the campus was done, where the EEC could inspect all facilities including simulation Pharmacy, research and didactic labs. During the visit at the UNIC, the EEC was given access to all additional material as requested, including study programs, the curricula vitae of all teachers, study guide, and document relevant to the UNIC structure. The EEC commented on the excellent organization and the high quality of the documentation material provided by Internal Evaluation Committee (IEC) of the UNIC. The reception of the EEC by the UNIC was excellent, and all staff and students were particularly cooperative and willing to support the evaluation procedure.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Anna Birna Almarsdóttir	Professor	University of Copenhagen
Konstantinos Avgoustakis	Professor	University of Patras
Tomasz Pawiński	Professor	Medical University of Warsaw
Ioannis Kkolos	Cyprus Pharmacy Board Representative	Non applicable
Andreas Menikou	Student member	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up to date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

As it is a new program, it has not a formal status and it is not publicly available. The program appears to comply with the purposes of higher education of the Council of Europe.

General findings include:

- The program is generally well designed and balanced, in agreement with the European guidelines and International Pharmaceutical Federation (FIP) and caters to the needs of Pharmacy students.
- The philosophy of the program gives emphasis to the practise of Pharmacy and prepares the students for the evolution in the field. However, there is a rather large emphasis on the chemistry courses.
- The practical training is well structured and designed. There is an OSCEs exam at the end of the practical training that ensures that the learning outcomes are met.
- The Pharmacy simulation laboratory is a good innovation that better prepares students for real life situations after graduation and during the practical training.
- The adequate proportion of Pharmacists in the teaching staff is noted.
- The ECTS allocated to the Thesis (30) are considered sufficient for an integrated Master degree.
- There appears to be a good opportunity for an interprofessional education in the future.

Strengths

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

- A good use of online resources to involve students and communicate with them is in place. The online platform is a very useful and innovative way to organise studies. This proved to be especially useful during the restrictive pandemic COVID19 measures.
- The “Lab In a Box” was an innovative and useful method to tackle the lab-teaching difficulties during the pandemic.
- A low drop-out rate is noted.
- The teaching staff is young, dedicated to the teaching and research activities and enthusiastic for their duties. The program director and the relative high proportion of the teaching staff are Pharmacists and this helps to promote the Pharmacy education-philosophy to the program.
- They seem to have a good connection with potential external stakeholders.
- The facilities and laboratory equipment are new and mostly sufficient.
- The ECTS units appear to be well balanced and distributed among courses.

Areas of improvement and recommendations

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

- The Department should have a more decisive role on the selection of pharmacies and preceptors and adequately prepare them for their role in the training of pharmacy students. This can be done by better vetting the premises and making sure that the preceptors understand and comply with the requirements of the university as described in the Practicum guide.
- The program should focus more on the pharmaceutical courses such as pharmacology related subjects and lower the number of ECTS allocated to chemistry courses. Certain advanced chemistry courses could be included in elective courses.
- The number of elective subjects should be increased and diversified to include for example, radiopharmacy, hospital pharmacy, Therapeutic Drug Monitoring (TDM), pharmaceutical nanotechnology and biostatistics.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- Adequate proportion of pharmacists in the teaching staff is reiterated.
- The pharmaceutical care skills are adequately taught prior to entering the practical training.
- There appears to be a good basis for interprofessional training.
- The OSCEs exams are well utilized to assess the clinical skills of students.
- Based on students' comments, the exam load during the semester could be reduced in favour of actual teaching and learning activities.

Strengths

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

- A good learner-teacher relationship is promoted as students have good access to teaching staff.
- The teaching and the administrative staff respect and attend to the diversity and the needs of students.
- The teaching tools are modern and effective.
- Innovative didactic ideas like "Lab in a box" and the simulation pharmacy are noted.

Areas of improvement and recommendations

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

- It is recommended that the temporal spacing of exams is increased.
- Based on students' feedback, it is recommended that a practical training opportunity in pharmaceutical industry is also included in the program.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The recruitment and development of teaching staff is well organised and transparent. This results in high competence of the teaching staff.
- The teaching staff is young and enthusiastic with good publication record, and this is certainly a strong point in the program.

Strengths

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

The teaching staff is young and enthusiastic for teaching and research. There appears that good communication and rapport between tutors and students has been established. The students were satisfied with their teachers as far as teaching and communication are concerned. The teaching staff appear to employ a variety of modern and innovative teaching methodologies and tools. The proportion of pharmacists in the staff is satisfactory and contributes to the overall quality of the program and to the strengthening of the pharmacy philosophy and orientation of the studies.

Areas of improvement and recommendations

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

It is of concern that as the Thesis will be increased to 30 ECTS there will be increased pressure on teaching staff to supervise and guide students to do research for the Thesis. Collaborations with other Departments like the School of Medicine, the hospital and industrial sectors could be strengthened in order to reduce this pressure regarding the supervision of students' Theses.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The program has pre-defined and published regulations regarding student admission.
- The progression of students is well described and monitored by faculty.
- There are appropriate teaching and administrative measures in place to ensure students' progression.
- The university adopts policies to promote the international mobility of the students of the program.
- The diploma is accompanied by an appropriate diploma supplement document.

Strengths

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

- The admission criteria of students are well defined.
- The program includes a practical training module.
- The process and guidelines for the thesis are well described in the materials and are accessible to students.
- There are many good quality textbooks and online resources associated with the courses and these are made available online and through the library to the students.

Areas of improvement and recommendations

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

Student mobility through the available European programs (e.g. Erasmus) should be encouraged and further strengthened.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The facilities and the laboratory equipment are adequate to support the program. The teaching material is adequate and easily accessible to students. The University has the necessary facilities and infrastructure for both distance teaching and teaching in the classroom as well as to perform self-study.

Strengths

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

- The availability of modern teaching facilities facilitates teaching activities, tutor-student communication and effective interaction.
- Student mentoring and support are well organised and implemented.

Areas of improvement and recommendations

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

- The capacity of cutting-edge research could be further strengthened with the availability of core facilities such as modern analytical equipment (NMR and solid-state NMR as well as electronic microscopes).
- The opportunities for interprofessional learning in a real-world clinic should be implemented and utilized.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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 programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC after careful evaluation of the material presented to it by the university, the site visit, the discussion with the teaching staff and the students has arrived at the conclusion that the program is fully compliant with the requirements of an integrated Master degree in pharmacy. The following recommendations would in the opinion of the EEC contribute to the improvement of the evaluated program.

- The Department should have a more decisive role on the selection of pharmacies and preceptors and adequately prepare them for their role in the training of pharmacy students. This can be done by better vetting the premises and making sure that the preceptors understand and comply with the requirements of the university as described in the Practicum guide.
- The program should focus more on the pharmaceutical courses such as pharmacology related subjects and lower the number of ECTS allocated to organic and synthetic chemistry courses.
- The number of elective subjects should be increased and diversified to include for example, radiopharmacy, hospital pharmacy, Therapeutic Drug Monitoring (TDM), pharmaceutical nanotechnology and biostatistics.
- Collaborations with other Departments like the School of Medicine as well as the hospital and industrial sectors could be strengthened in order to reduce this pressure regarding the supervision of students' Theses.
- Student mobility through the available European programs (e.g. Erasmus) should be encouraged and further strengthened.
- A practical training opportunity in pharmaceutical industry could also be advantageously included in the program.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Anna Birna Almarsdóttir	
Konstantinos Avgoustakis	
Tomasz Pawiński	
Ioannis Kkolos	
Andreas Menikou	

Date: 14/01/2022