Doc. 300.1.1

Date: 12.06.2025

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

- **Higher Education Institution:**
  UNIC Athens (Campus of the University of Nicosia)

- **Town: Athens**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector: Health Sciences**

- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:

  Φαρμακευτική (5 Έτη, 300 ECTS, Ενιαίο και

  Αδιάσπαστο Μεταπτυχιακό Πτυχίο)

  In English:

   Pharmacy (5 years, 300 ECTS, Integrated Master)

  Programme Name

- **Language(s) of instruction: Greek, English**

- **Programme's status:** Choose status

- **Concentrations (if any):**

  In Greek: Concentrations

In English: Concentrations

A. Introduction
This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the premises of the University of Nicosia (UNIC) in Athens, on June 5th, 2025, to evaluate jointly the pharmacy integrated master programme and its host department, concerning the extension of the UNIC Cyprus in Athens.

The EEC members had their first meeting with the Head of the institution and the Internal Evaluation Committee (IEC) namely: Prof. Kyriakos Felekkis, Dean of the School of Life and Health Sciences, Prof. Christos Papaneophytou Associate Dean of the School of Life and Health Sciences, Prof. Christos Petrou, Head of the Department of Health Sciences, Prof. Panagiotis Skandalakis, President of UNIC Athens, Mr Nikolaos Gkonis, Campus and UNIC Health Director, Mr Nicolas Ioannides, Director of Academic Affairs and Mr Lakis Agathokleous, Officer of the Office of the Vice Rector for Academic Affairs.

The Head of UNIC, Prof. Philippos Pouyioutas gave a short, informative presentation about the institution. There was a discussion and then Prof. Felekkis gave a short presentation regarding the School's / Department's structure. His presentation covered subjects including the mission and strategic planning, including SWOT analysis, the development processes as well as the action plan of the Department. Furthermore, Prof. Petrou made a presentation concerning the curriculum of the programme and described the compulsory and elective courses.

Following that, there was a Q&A session and after a short break there was a meeting with the Head of the relevant department and the Coordination Committe of the programme, also including Faculty members, namely Dr Aliki Peletidi and Dr Ioannis Sarigiannis, to discuss the effective management of the study programme and its design, the process of teaching, learning, student-centred teaching methodology, practical trainings and student assessment. In addition, there was an observation on the material of the programme as well as a discussion about the student admission processes and criteria, progression, recognition and certification.

Next, a meeting with only the Faculty members was conducted, who presented themselves and contributed a discussion focused on the design, structure and content of each course, the learning outcomes, the content and the assessment of each course, along with their compliance with the level of the programme according to the EQ.

After a lunch break, there was both an online and onsite meeting with the External Stakeholders (ESs), consisting of Mr Andreas Vasiliou, Member of the BoD, Drug and Safety Manager, Remedica LTD (online), Dr Christakis Sergides, Innovation Director of Medochemie LTD (online), Mr Diamantakis Klimentidis, Clinical Pharmacist, Advanced Pharma Education & Services (online), Mr Elias Demetrelos, Legal Advisor of the Panhellenic Pharmacists Association, Dr Konstantinos Liaras, Delegate to the Pharmaceutical Group of the European Union (PGEU) (online), Mr Vasilis Birlirakis, President of the Federation of Pharmacists' Cooperatives of Greece (online) and Mr Marios Kouloumas, Federation of the Cyprus Patients Associations (online), to gain their input on the development of the institution's quality assurance policies and the design, development and on-going monitoring and review of the programme of study. Moreover, the ESs informed the EEC, about their involvement with UNIC in the periodic assessments to ensure continuous alignment with market needs and their contribution in ensuring the programme's compliance with the European Qualifications Framework and in assessing the effectiveness of its delivery. Additionally, their sought-out

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input was given to review and update public information for accuracy purposes, as well as to provide industry trend analysis, data exchanges via professional networks and employer insights concerning career readiness of graduates.

Then, the EEC met with students, namely: George Demopoulos (online), Theodoros Kakoulidis Varellas (online), Katerina Kalathaki (online), Maria Ntempla (online) and Victoras Skarmoutsos (online) and with graduates, namely: Aggelos Odysseakis (online), Georgia Siligardaki (online), Eleni Afentaki (online), Maria Papavasili, Nectarios Stratidakis (online), Nikos Markopoulos (online) and Maria Kallieri (online), to discuss the students' and graduates' academic and overall experience from the current program in UNIC Cyprus and the guidance and support they are receiving/have received from their academic advisors and mentors, emphasizing the different opportunities they had during their practice.

Following a short break, a meeting with exclusively the Administrative Staff was held, the members being: Mr Nikolaos Gkonis, Mr Nikolas Ioannides, Mr Christos Theocleous, Director of Academic Advising (online), Ms Mina Charalambous, Director of Library (online), Ms Dia Kytta, Research Liaison Librarian (online) Ms Emilia Theodoulou, Library Officer (online), Ms Paraskevi Lyroni, Senior Admissions Officer, Ms Evgenia Aloizou, Senior Admissions Officer and Mr Lakis Agathokleous, where a Q&A session was conducted, regarding the recruitment, the technology equipment, the library and the collaboration.

Thereafter, a meeting only between the EEC members was carried out, to sum up and discuss any additional clarifications required before the Exit Discussion. When this meeting was complete, the Exit Discussion was held, in presence of the Head of the relevant department, the coordinator(s) of the programme and the Director of Academic Quality and Compliance, namely: Prof. Pouyioutas, Prof. Felekkis, Prof. Papaneophytou, Prof. Petrou, Prof. Skandalakis, Mr Gkonis, Mr Ioannides and Mr Agathokleous, for questions and clarifications.

Upon conclusion of all meetings, the EEC visited the construction site of the UNIC Athens campus, at Ellinikon. The CEO of UNIC, Mr Antonis Polemitis, gave the EEC a comprehensive and insightful tour of the facilities under construction e.g. library, computer labs, research facilities like the laboratories. Thus, the committee was only able to carry out the evaluation under the understanding that the construction will be finalized according to the plans.

The campus of UNIC Athens is an extension of the UNIC Cyprus.

As the Diploma complies with the requirements of Annex II of the Pharmacy and Poisons Law (Cap.254) and it is in line with the Directive 2005/26/EU and satisfies the requirements of the Article 44 of the Directive 2013/55/EU, the programme has already been approved for the UNIC Cyprus on 10/07/2024 by the Pharmacy Board which is the Competent Body for registering the new pharmacists in the Register of Cyprus.

B. External Evaluation Committee (EEC)

Name	Position	University
Raimo K. Tuominen Name	Professor (emeritus)	University of Helsinki
Lotte Stig Nørgaard	Professor	University of Copenhagen
Rebecca Lever	Professor	University College London
Maria Papaioannou	Registrar of Pharmacy Board	Pharmacy Board
Antroula Irini Kemitzi	Student	University of Cyprus

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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.***

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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:*
    - *is a part of the strategic management of the program.*
    - *focuses on the achievement of special goals related to the quality assurance of the study program.*
    - *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*
        - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
        - *integrates employer surveys to adapt to evolving workplace demands.*
        - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
        - *is published and implemented by all 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*
    - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*

- o *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- o *is designed by involving students and other stakeholders*
- o *benefits from external expertise*
- o *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)*
- o *is designed so that it enables smooth student progression*
- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *is reviewed and revised regularly involving students and other stakeholders*
  - ▪ collaborates with industry experts for curriculum development.
  - ▪ conducts joint reviews with external academic specialists to maintain academic rigor.
  - ▪ performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
  - ▪ establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
  - ▪ conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

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

- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that
- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.

UNIC Athens (Campus of the University of Nicosia) is a new University in Athens, Greece. Faculty of Life and Health Sciences, and Department of Health Sciences has established a program of Pharmacy (5 years, 300 ECTS, Integrated Master) program. The program has been built according to EU directives on pharmacy education. Its aims and objectives are clear and advanced. The quality assurance follows the legislation in Greece.

The purpose, principles and organisation of the Quality Assurance process for the programme are clearly described within the UNIC Athens Internal Regulations (Chapter 5: Standards and Quality Assurance), including the responsibilities and structures of the relevant committees at Campus (Athens), Department (CY), School (CY), and University (CY) level. The Athens-based CIQAC interacts with each of the Cyprus-based committees. QA arrangements were confirmed during the site visit.

The management and reporting arrangements that will apply to the programme and the department in which it will operate are clearly set out and appropriate.

A meeting with stakeholders from the Greek pharmacy profession and the pharmaceutical industry indicated a strong working relationship between stakeholders and the University, with enthusiastic support for the proposed launch of the UNIC MPharm programme in Athens. Similarly, a meeting that included alumni of the UNIC MPharm programme who are based in Greece suggested that the opportunity to study the UNIC MPharm programme in Athens would be well received by potential students.

It was a pleasure to meet with current students and alumni of the UNIC MPharm programme, all of whom were highly complimentary about the design and structure of the programme and the way that it is delivered, including the availability of robust student support mechanisms.

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

Overall, the programme has a lot of strengths. It is designed with overall programme objectives that are in line with the institutional strategy and has explicit intended learning outcomes. It aligns course learning outcomes with student assessments using rubrics to ensure objectives are met. It connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy, is designed by involving students and other stakeholders, benefits from external expertise. The programme is structured to enable smooth student progression; it is designed so that the content of exams and assignments corresponds to the level of the programme and the number of ECTS. It defines the expected student workload in ECTS. The programme includes well-structured placement opportunities where appropriate and is subject to a formal institutional approval process. Importantly, the UNIC Athens MPharm programme directly replicates the accredited UNIC MPharm programme, in terms of structure and content.

Very good and constructive integration of stakeholders and their views in the construction of the programme. There appears to be a strong working relationship between the University and relevant stakeholder groups, which includes patient representatives.

Students are involved in the design, development and internal evaluation of their programmes of study, through representation on QA committees, the Academic Council and the Senate of the University.

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 committee suggest the inclusion of sustainability/eco-directed medicine use to be covered in more study units. Might for instance be on green pharmacy practices, pharmaceutical waste management, eco-directed drug design, life cycle assessment of pharmaceuticals, sustainable prescribing and alternative medicine and plant-based treatments.

The committee also agrees that there is an increased demand for pharmacists in both primary and secondary care as written also in the application from the University. Still, the committee would like the University to elaborate a bit more on these different tasks for pharmacists in primary and secondary care. It might be pharmacists working in the patient´s home (hospital in the home), pharmacists re-prescribing medicines, pharmacists teaching school children about appropriate medicine use and disposal, pharmacists working in prisons improving medication for the inmates, improving medicine use in nursing homes/elderly homes, pharmacists working in GP practices etc. This will make the study programme consistent with developments in society in similar parts of the world comparable to Greece.

This study program is designed to meet modern healthcare demands, aligning with European educational and professional standards as well as Directives 2005/36/EC and 2013/55/EU. In addition, we suggest that when developing and running the program, the university also takes the new Commission delegated directive (EU) 2024/782 of 4 March 2024 amending Directive 2005/36/EC of the European Parliament and of the Council as regards the minimum training requirement for pharmacists and other health care practitioners into account. For instance, interdisciplinary cooperation and pharmacoeconomics are mentioned in the new directive.

The University might also consider turning the elective course "Business Management and Pharmacoeconomics" into a mandatory course, assuming that the majority of the students will probably, in their future careers, function as leaders, where they will need knowledge about business management, leadership, and various types of financial calculations.

The University should ensure that there are clear lines of reporting and responsibility, avoiding duplication as far as is possible with respect to the CIQAC and its interactions with the CY-based QA committees and particularly the DIQAC.

It is neither clear from the written material nor the site visit how and when the University relations with regulatory bodies are to be strengthened (a specific wish otherwise set forward in the SWOT-analysis). The committee would also encourage the University to prioritize and plan for how to turn the listed weaknesses mentioned in the SWOT-analysis into a tolerable situation.

A course entitled *"English for Pharmacy"* is mentioned in the application. A very interesting and relevant course. A few comments though. Why is the course named the way it is? The course is taught in Greek, but presumably also exclusively in English, will non-Greek speaking students be admitted to the course? How does the teaching material support patient dialogue elements? What communication models are taught on the course? And how frequently do the students meet real customers/patients during the course?

The committee also suggests that the elective course" Communication for Healthcare Professionals" is renamed to "Advanced Communication for Healthcare Professionals", because communication is taught earlier at other mandatory courses in the programme.
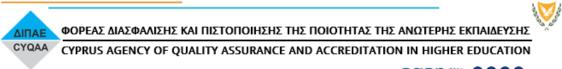
As part of the Preregistration Practice course (IMPH-520), the application states that a diary maintained by the student will be assessed by the relevant authorities or the educational body. The visits will take place at random. A diary might contain very personal information about the student´s relationships, experiences, feelings etc. It is thus very important that the student is assured that such information is treated with the utmost degree of confidentiality by the visiting parties. If the scrutinizing of the diary could be done with the student staying anonymous, this would represent best practice. Similarly, safeguards must be put in place to ensure that no identifiable patient information is included in student work that is submitted for review in this way.

The quality and effectiveness of external pharmacy placements, as well as the competencies of designated supervisors, constitute fundamental prerequisites for fostering a conducive and enriching educational environment for students. Consequently, a well-defined framework must be established to ensure rigorous quality assurance of external placement sites and to ascertain the suitability and professional qualifications of supervisors in these settings. To facilitate the evaluation of external placement sites, the overseeing committee proposes specific assessment criteria, including the degree of collaboration with pharmacy partners, the successful completion of prior projects, and the feasibility of planned initiatives. Likewise, the assessment of supervisors should take into account factors such as their tenure within the pharmacy sector, professional credentials in patient counseling, and other relevant qualifications. Moreover, it is advisable to implement annual training programs for pharmacy-based supervisors. These training sessions should encompass key topics such as the roles and responsibilities of supervisors, theoretical models and approaches to supervision and counseling, a retrospective evaluation of the previous year's placement outcomes, strategic planning for forthcoming placements, and the facilitation of joint research endeavors aimed at enhancing pharmacy education and practice. Further information on this subject can be achieved through Lotte Stig Nørgaard, who has been heading the pharmacy internship in Denmark for more than 20 years, for instance by setting up quality criteria for both external pharmacy placement sites and supervisors.

The study program is pharmacy clinically oriented. To gain a deeper understanding of modern drug actions and adverse drug effects, the students would need more training in molecular biology physiology and pathophysiology. These could be elective courses. A key strategic plan of the program is to meet the needs of the aging population in health care, especially geriatric pharmacology. This, and knowledge on diseases of major organ systems such as cardiovascular, musculoskeletal, gastrointestinal, brain as well as cancer should be emphasized in the course pharmacology and clinical pharmacology.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Not applicable

1.4	Information management	Not applicable

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**

2.0 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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.1 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.*

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- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.2 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.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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*

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> - *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.

Student-centred learning and teaching are applied throughout the programme. The progress of learning is being evaluated during each term and at the end of each study year. On site lectures and laboratory work forms a significant part of the studies and practical training fills the gap between theoretical and practical knowledge. Student assessment is based on pre-formed rubrics and follows a clear mathematical framework.

Students are effectively advised and mentored throughout their academic studies and are supported in the event that they do not meet the academic requirements to progress in line with the regulations of the programme.

There are currently eleven 4-ECTS elective courses available to students, from which they select three.

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

The learning philosophy follows the "Miller's pyramid" where knowledge is built on top of pre-existing knowledge. The written final exam is a good assessment tool for assessing students. Student-centred learning needs good library support. The UNIC library provides very good variety of e-learning resources including scientific journals and textbooks. The students are familiarised to read and comment on scientific papers in their studies.

The relatively large number of elective modules presented to students is commendable, assuming that it will be possible to offer all these options concurrently across both campuses.

The students are actively involved in research during the programme, and they are involved in disseminating knowledge to and interacting with the surrounding society. Besides, the students are to hand in their master thesis as a (draft of a) scientific paper.

The plans for the new wet laboratories and pharmacy practice areas are extremely impressive and, once realised according to the plans, will present a state-of-the art learning environment for the majority of the practical elements of the programme.

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.

Interprofessional education is listed as a strength in the SWOT analysis, but the establishment of interprofessional education is also listed as an opportunity within the same analysis. Presumably, the strength currently lies in the potential to build such content with medicine and potentially other disciplines as the programme develops. It was mentioned during the site visit that structured interprofessional education modules are to be created with medicine. The opportunity should be taken to develop these modules in alignment with the CAIPE definition of interprofessional learning, to ensure that full benefit is derived from these modules and from the great potential that the new campus building will present for such activities.

The range of elective course options on offer should be refreshed and updated regularly, to reflect developments in the profession, the surrounding society and the pharmaceutical sciences. Transparent and fair processes should be in place to manage student expectations, should it not be possible for all students to be allocated their first choices of elective courses due to oversubscription, and it should be considered whether minimum student numbers should be put in place below which it would not be viable to offer an elective course. This may be especially important while the programme numbers reach expected steady state.

A clear framework should be in place for the quality assurance of external placement sites and to ensure the suitability and qualifications of supervisors at these sites.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
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

3.0 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.*

3.1 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.*

3.2 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?*

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- *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.

Teaching staff is recruited by open calls published in relevant forums. A special recruitment group reviews the applications and makes a short list of candidates. The shortlisted candidates are deep interviewed for their research activity. Their teaching skills are evaluated in trial lecture. Now (5.6.2025) one professor, one associate professor and one further faculty member have been hired, and the three of them are responsible for the first year of studies. More staff is being recruited based on the needs in coming years. First student starting in the fall 2025 (max n=100) and annual intake of 100 student makes total number of 500 after five years.

The interaction between full-time faculty and adjunct faculty members of staff appears to be effective with respect to the UNIC MPharm, with clear mechanisms in place for oversight, organisation and quality assurance that will be replicated on the UNIC Athens programme.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
The permanent staff recruited now (June 2025) are well qualified and suitable for the first-year studies in the curriculum. They follow the principle of research-based teaching and will introduce the students on how to apply artificial intelligence as a tool for research and learning.

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.

A Faculty Selection Committee oversees evaluating candidates for faculty positions. The evaluation is internal with no external (either domestic or foreign) expert review of the candidates. At least three external well qualified experts should rank the applicants for their research, teaching and administrative achievements. Pedagogical training and production of teaching materials by the candidates should be evaluated in detail.

The number of faculty members recruited (n=7 in current application for 5 years) may need to be increased. Based on the application the student-faculty ratio may be insufficient. A significant part of teaching is given by adjunct faculty members, i.e. part time teachers. Their qualifications should be secured not to cause confusion among students if they find variable pedagogical skills or motivation among the adjunct personnel. The adjunct faculty holds a PhD which is good prerequisite for research-based teaching.

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Efforts should be made to protect the research time of full-time members of faculty, to ensure that the expected balance of activities remains realistic (Table 11 of the Department of Health Sciences application indicates that 50% of time is to be allocated to research), especially should it not prove possible to recruit permanent and/or adjunct faculty members strictly in line with the expected schedule.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially 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.

Student admission process is pre-defined and follows the legislation of Greece.

The Admissions Policies that will govern the programme, including due regard for principles of EDI, are described in the UNIC Athens Internal Regulations (Chapter 1; Admission Policies).

Responsibility for academic affairs, including the awarding of certificates, will be based in Nicosia. It was explained that the transfer of students between the UNIC Athens and the UNIC programmes, which are identical in structure and content, will ultimately be possible once the UNIC Athens programme has been fully implemented across all levels of study.

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

The UNIC administrative team, including staff responsible for student admissions, have well-defined plans in place for the smooth alignment of services across the two campuses, involving plans for the relocation of necessary staff, lines of responsibility, and interim arrangements for the provision of a complete service across departments while full staffing levels across the campuses are established. Plans for the provision of library services are advanced and will include 24-hour access to online library resources.

Students are to be carefully followed in their learning process throughout the entire programme. If for instance a student does not join three classes, information about this lack of presence is reported to the student advisor, for him/her to act.

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.

While transfer of students between the UNIC Athens and the UNIC programmes will in principle be possible in the future, some complications exist around the differing admissions requirements in Greece and Cyprus. This matter will need to be addressed and fully resolved by the University in advance of student transfer becoming a real possibility, as the UNIC Athens programme is rolled out, and in reference to the Admissions policies governing Transfer Students (UNIC Athens Internal Regulation 1.2.2) and Transfer Credits (UNIC Athens Internal Regulation 2.6.3), to ensure both regulatory compliance and fairness.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

Teaching resources, other than those associated with the physical campus building, are available for the first year of studies in terms of learning resources and human support resources.

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

That each student gets his/her own academic advisor (who will be drawn from all levels of seniority within the faculty) is an extremely good idea. Teaching resources for the first year of studies are available and information on the required teaching material is available. The new building for Faculty of Life and Health Sciences is under construction but will be available when the first students arrive in the Fall 2025. The building hosts teaching and research premises for both medical and pharmacy students of UNIC Athens. Being under the same roof enables students to interact with each other and discuss their studies and research findings – which is strongly supported by the committee.

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 will be essential to ensure that the excellent student support mechanisms in place can be maintained through an adequate number of appropriate staff being available to act as academic advisors to students.

A note to *Student Clubs and Inclusivity*: Student-centred learning emphasizes responsibility of students by them self to acquire knowledge, which is a good pedagogical strategy. It is possible, however, that students work hard alone and don't have social interaction on free time. The panel thus suggests the establishment of a student organisation which is independent of the School or Department but operate under the auspices of them. The organisation should be granted a club room in the Campus building (free of charge) as a break room and free time room.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant

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5.2	Physical resources*	Not applicable
5.3	Human support resources	Compliant
5.4	Student support	Compliant

*A full assessment of the physical resources is not possible, since the University campus building is currently being built and is due to be completed in the coming months. Based on the committee's visit to the building/construction area, the overall plan and progress towards it seems promising though in terms of physical resources planned for the students.

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**

6.0 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*

6.1 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.*

6.2 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?*
- *Are the criteria reflected in 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.

Not Applicable

Strengths

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

Not Applicable

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.

Not Applicable

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

Sub-area	Non-compliant/ Partially Compliant/Compliant

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 evaluation form was divided into 6 sections with 3-4 sub-areas in each (section 6 deals with research and was out of the scope of this evaluation). For each sub-area a list of standards for HEI programmes was provided. The panel finds the way of presentation very useful and agrees that the study programme of Pharmacy at UNIC Athens fulfils the standards almost entirely Additional questions were suggested for the panel's consideration and most of the items were discussed during the site visit.

The site visit was organized very well and not only the UNIC and the UNIC Athens academic staff, but also UNIC administration staff gave excellent summaries of the programme. The panel found it very useful to hear views from the stakeholders, especially pharmaceutical industry, and students of Pharmacy programme in UNIC. The discussion was focussed and constructive. First year studies were elaborated by the recently recruited academic staff members with good examples of the significance of Artificial Intelligence (AI) as a tool for studies and how clinical pharmacy is being developed in UNIC Athens.

The AI is a powerful method for learning and realization of student-centred teaching (and learning). The academic staff needs to guide the students efficiently to make critical decisions how to interpret the information they find via the AI. Assessment of exams may be renewed under these circumstances.

The needs of an ageing population are a key focus in the programme's strategy. The graduates are expected to take responsibility for health care of their patients and customers in collaboration with other health professionals, especially medical professionals. Therefore, the common professional language is essential for pharmacists working in community or hospital pharmacies. Knowledge on ageing related diseases and changes in physiology are very important topics to be studied. In order to work as a clinical pharmacist, the students need good knowledge of physiology and how drugs change the aberrant physiology towards normal situation. Drug adverse effects and interactions is a huge area of knowledge, where AI can give useful answers. In any case, lifelong learning must be emphasized to the students.

The External Evaluation Committee comments and suggestions for further development of the study programme are summarised as follows:

The programme is well-aligned with the institutional strategy, featuring clear learning outcomes, assessment rubrics, and course-to-programme mapping. It involves stakeholders in its design, incorporates external expertise, and ensures smooth student progression with appropriate workload (ECTS), exam alignment, and structured placements. The UNIC Athens MPharm mirrors the accredited UNIC MPharm in both structure and content.

The committee acknowledges the growing demand for pharmacists in both primary and secondary care, as noted in the application. However, it encourages the University to further elaborate on the evolving roles of pharmacists in these settings—such as in-home care, medicine re-prescribing, education, correctional facilities, elderly care, and GP practices—to better align the programme with international developments relevant to Greece.

To ensure confidentiality, student diaries kept during the Preregistration Practice course (IMPH-520) must be handled with care, as they may contain personal reflections. Ideally, diaries should be reviewed anonymously. Similarly, submitted work must not include identifiable patient information.

High-quality external pharmacy placements and competent supervisors are essential for meaningful learning. A clear quality assurance framework should be established, with criteria such as collaboration with pharmacy partners and supervisor qualifications. Annual supervisor training is recommended, covering supervision roles, counselling methods, placement evaluations, planning, and research collaboration. Lotte Stig Nørgaard's expertise in Danish pharmacy internships may serve as a valuable resource.

The programme has a clinical pharmacy focus. To enhance understanding of drug actions and adverse effects, students would benefit from additional training in molecular biology, physiology, and pathophysiology—possibly as electives. Emphasis should also be placed on geriatric pharmacology and diseases of major organ systems in relevant courses.

Interprofessional education is identified both as a current strength and a future opportunity in the SWOT analysis. The current strength lies in the potential for collaboration, particularly with medicine. Structured interprofessional modules are planned, and their development should align with the CAIPE definition to fully leverage the opportunities offered by the new campus.

Elective courses should be regularly updated to reflect professional and scientific developments. Transparent processes are needed to manage course selection and ensure fairness, especially when demand exceeds capacity. Minimum enrolment thresholds should be considered to ensure course viability.

A clear quality assurance framework is needed for external placements, including criteria for site suitability and supervisor qualifications.

Faculty selection is conducted internally, without external expert review. At least three qualified external reviewers should assess candidates' research, teaching, and administrative merits, including pedagogical training and teaching material development.

The planned number of new faculty (n=7 over 5 years) may be insufficient given the high student–faculty ratio. A large share of teaching is delivered by adjunct faculty, whose qualifications and teaching consistency should be ensured. Holding a PhD supports research-based teaching but does not guarantee pedagogical quality.

Protecting research time for full-time faculty is essential to maintain the intended balance of duties, especially if recruitment targets are not met.

Student admissions follow Greek legislation and are detailed in the UNIC Athens Internal Regulations, with consideration for EDI principles. Academic responsibility, including awarding degrees, lies in Nicosia. Transfers between UNIC Athens and the main UNIC programme will be possible once the Athens programme is fully implemented, though differences in national admission criteria must be resolved to ensure fairness and compliance.

Administrative coordination across campuses is well planned, including staff relocation, clear responsibilities, and interim solutions. Library services will include 24/7 online access. Student attendance and progress are closely monitored, with advisor follow-up in cases of repeated absences.

Teaching resources for the first year are in place, and each student will be assigned a personal academic advisor which is a strong support measure. The new Faculty of Life and Health Sciences building, opening in Fall 2025, will host both medical and pharmacy students, fostering interdisciplinary interaction.

To maintain high-quality student support, enough qualified staff must be available as academic advisors.

To support student wellbeing and interaction, the panel recommends the establishment of an independent student organisation with access to a dedicated campus room for social use.

D. Signatures of the EEC

Name	Signature
Raimo K. Tuominen	
Lotte Stig Nørgaard	
Rebecca Lever	
Maria Papaioannou	
Antroula Irini Kemitzi	
Click to enter Name	

Date: 12.06.2025