

Doc. 300.1.1

Date: 14.12.2023

# **External Evaluation Report**

## *(Conventional-face-to-face programme of study)*

- **Higher Education Institution:**  
European University of Cyprus
- **Town: Nicosia**
- **School/Faculty (if applicable): School of Veterinary Medicine**
- **Department/ Sector: Department of Veterinary Medicine**
- **Programme of study- Name (Duration, ECTS, Cycle)**

### **In Greek:**

Πρόγραμμα Κτηνιατρικής (5 χρόνια, 300 ECTS,  
Προπτυχιακό

### **In English:**

Doctor of Veterinary Medicine (5 years, 300 ECTS,  
Undergraduate)

- **Language(s) of instruction: English**
- **Programme's status: New**

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

- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

An onsite visit for the External Evaluation Committee (EEC) was arranged by the European University of Cyprus (EUC) and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the 11th and 12th of December 2023. An intensive program of meetings and a walk around the facilities at the EUC was arranged for Day 1 as per the schedule below. Day 2 involved several visits to partners providing extra-mural training of veterinary medicine students and concluded with an exit discussion at the end of the day, also as per schedule below.

During the onsite visit several presentations were given to support and supplement documentation provided earlier by the CYQAA. In addition, extra documentation in hard copies was made available during the onsite visit. A request was made by the EEC to obtain this extra documentation in digital format or to provide the hard copies in the meeting room of the hotel during the report writing and was fulfilled.

The chair of the EEC Professor Pieter Brama sadly could not travel due to a positive COVID test and the situation was discussed with the CYQAA. Virtual attendance was arranged for the Chair and a local Chair Professor Dušan Palić was appointed from the EEC members.

The site visit resulted in extensive questioning and discussion that provided clarity on certain matters and provided additional information for the EEC. In addition, requests were made for additional documentation such as strategic planning, program guides, budget information, business plans, examples of teaching materials, risk analyses for the new school and extramural content providers.

The site visit concluded with an exit discussion at the end of Day 2 and provided the EEC with an opportunity to exchange initial experiences and thoughts on matters assessed during the accreditation process of the new School of Veterinary Medicine. It also allowed the EEC to indicate the difficulties it encountered in its assessment due to the fact that the School is new and many important components to run a program such as Veterinary Medicine are not yet in place. The EEC also indicated that the current reports that are to be completed by the EEC are not tailored towards the accreditation process of a new School.

In conclusion, the onsite visit was well organised and provided significant additional information that supported the EEC in its report writing. In addition it was an enjoyable experience in a pleasant atmosphere and the EEC was able to meet an enthusiastic and ambitious management team and future staff of the future School of Veterinary Medicine.

### **Parallel sessions:**

Two sessions were taking place in parallel with the EEC (see session B and C) as per schedule below.

Session B involved a meeting of the EEC building facilities infrastructure member and the building facilities officer of the EUC to evaluate the building facilities. This was concluded as per email below and the specific parts of the report as below are implemented in the presented report:

*From: Alexis Valiantis <avaliantis@modinosvrahimis.com>*

*Subject: EUC - School of Veterinary Medicine*

*Date: 11 December 2023 at 20:31:23 GMT*

*To: 'Pieter Brama' <pieter.brama@ucd.ie>, 'Dusan Palic' <d.palic@fisch.vetmed.uni-muenchen.de>, 'Michael Thrusfield' <M.Thrusfield@ed.ac.uk>, "ikonomop@aua.gr" <ikonomop@aua.gr>, "michaelvet@live.com" <michaelvet@live.com>, 'Stefanos Hilides' <stephanos.hilides@gmail.com>, 'Katerina Evangelou' <evangelou.katerina@ucy.ac.cy>*

*Cc: Emily Mouskou <emouskou@dipae.ac.cy>*

*Dear committee,*

*It was a pleasure to meet you all today. I would like to mention that I walked around the facilities with the school's representative Dr. Andreas Yiallouris and then we sat together and he gave me all required documentation which I found to be satisfactory.*

*I attach my report, please refer to pages 6, 7 and 8 of the attached report. I copy my final comments included in the report for easy reference:*

#### *Final Comments*

*The school will operate in newly built state of the art facilities. However, these are currently under construction, although almost completed. The school will also be using facilities from other buildings in the campus such as cafeteria, sports facilities, library etc. as explained in Chapter 1.1 here above.*

*It is therefore suggested that that the Agency grants an extension of time to the school, so that the works are completed and all the checks are made by the relevant authorities and appropriate certificates are issued.*

*It is noted that the Civil Engineer Evaluator is satisfied with the documentation submitted and with the evidence presented by the school.*

*For whatever question or clarification you may require please contact me. All my contact details are below.*

*Kind regards,*

*Alexis VALIANTIS | Civil Engineer | General Manager | Partner  
A.F. Modinos & S.A. Vrahimis Chartered Architects & Engineers  
75, Steliou Hadjipetri Street, Strovolos, P.O. Box 25479, 1310 Nicosia, Cyprus*

Session C involved a meeting of the EEC Welfare expert member with the students and welfare services of the EUC which was concluded as per email below and the specific parts of the report as below are implemented in the presented report.

**From:** Katerina Evangelou <evangelou.katerina@ucy.ac.cy>

**Subject:** RE: EUC - School of Veterinary Medicine

**Date:** 13 December 2023 at 19:38:36 GMT

**To:** Pieter Brama <pieter.brama@ucd.ie>

**Cc:** Dusan Palic <d.palic@fisch.vetmed.uni-muenchen.de>, Michael Thrusfield <M.Thrusfield@ed.ac.uk>, "ikonomop@aua.gr" <ikonomop@aua.gr>, Marios Michael <michaelvet@live.com>, Stefanos Hilides <stephanos.hilides@gmail.com>, Emily Mouskou <emouskou@dipae.ac.cy>, Alexis Valiantis <avaliantis@modinosvrahimis.com>

*Sorry for not answering sooner.*

*Yes that is correct, I didn't find any deficiencies. They have qualified and experienced administrative staff in all welfare offices offering high quality support and guidance to students.*

Regards,  
Katerina

**Κατερίνα Ευαγγέλου Συμεωνίδου /Katerina Evangelou Symeonidou**

Υπεύθυνη Τομέα Προπτυχιακών Σπουδών / Head of Undergraduate

Studies Sector

Υπηρεσία Σπουδών και Φοιτητικής Μέριμνας / Academic Affairs and Student Welfare Service

tel. +357 22894028 | [www.ucy.ac.cy/aasw](http://www.ucy.ac.cy/aasw)

**From:** Pieter Brama <pieter.brama@ucd.ie>

**Sent:** Wednesday, December 13, 2023 9:00 AM

**To:** Katerina Evangelou <evangelou.katerina@ucy.ac.cy>; Pieter Brama <pieter.brama@ucd.ie>

**Cc:** Dusan Palic <d.palic@fisch.vetmed.uni-muenchen.de>; Michael Thrusfield <M.Thrusfield@ed.ac.uk>; ikonomop@aua.gr; Marios Michael <michaelvet@live.com>; Stefanos Hilides <stephanos.hilides@gmail.com>; Emily Mouskou <emouskou@dipae.ac.cy>; Alexis Valiantis <avaliantis@modinosvrahimis.com>

**Subject:** Re: EUC - School of Veterinary Medicine

Dear Katerina,

Many thanks for your excellent overview regarding student welfare.

Reading from your report is it correct to conclude that you have not found any deficiencies?

Kind regards, Pieter Brama

On 12 Dec 2023, at 22:10, Katerina Evangelou <evangelou.katerina@ucy.ac.cy> wrote:

Dear all,

Please find attached my report (pages 7-10) for the Institutional Evaluation regarding Student Welfare.

At your disposal for any clarification you may require.

Regards,

Katerina

**Κατερίνα Ευαγγέλου Συμεωνίδου /Katerina Evangelou Symeonidou**

Υπεύθυνη Τομέα Προπτυχιακών Σπουδών / Head of Undergraduate

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Υπηρεσία Σπουδών και Φοιτητικής Μέριμνας / Academic Affairs

and Student Welfare Service

tel. +357 22894028 | [www.ucy.ac.cy/aasw](http://www.ucy.ac.cy/aasw)

[<image002.png>](#)[<image003.jpg>](#)[<image004.png>](#)

<Institutional\_evaluation\_en- Student Welfare.docx>

## Onsite Visit Schedule:

Doc. 600.4

<b>Ref. Number:</b>	07.14.320.004, 07.14.327.111
<b>Institutional Evaluation:</b>	a) School of Veterinary Medicine b) The Department of Veterinary Medicine c) The Program of study "Veterinary Medicine (5 years/ 300 ECTS, Doctor of Veterinary Medicine (DVM))"
<b>Program of Study:</b>	
<b>Institution:</b>	European University Cyprus
<b>Date of on-site visit:</b>	11 & 12 December 2023

**Subject: External Evaluation Committee (EEC) site visit**

The site visit will take place according to the following indicative schedule and it can change according to the EEC's suggestions:

**Day 1 (11 December 2023)**

**Concerning the process of the site visit**

- All staff must be available in the School all the days of the site visit for any queries that may occur.
- The Institution should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.
- The institutions must ensure that all evidence presented during the site visits, has been clearly indexed and uploaded in the drive, at least two weeks prior to the site visit.
- The site visit will take place according to the following indicative schedule and it can change according to the EEC's suggestions.

10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

	Full Name	Title/University
Chair	<b>Prof. Pieter Brama</b>	Head of Veterinary Clinical Sciences- University College Dublin
Member	<b>Prof. Dušan Palić</b>	Chair of Fish Diseases and Fisheries Biology, Faculty of Veterinary Medicine, Ludwig-Maximilians-University Munich
Member	<b>Prof. Michael Thrusfield</b>	Professor of Veterinary Epidemiology University of Edinburgh
Member	<b>Prof. J.A. Ikonopoulos</b>	Professor DVM, MSc., PhD, Dipl. ECVM, Dean of the School of Animal Sciences, Agricultural University of Athens, Founding President of the European College of Veterinary Microbiology EBVS □ European Specialist in Veterinary Microbiology
Member	<b>Dr. Marios Michael</b>	Cyprus Veterinary Council representative
Member	<b>Mr. Alexis Valiantis</b>	Infrastructure expert
Member	<b>Ms. Katerina Evangelou</b>	Student's services expert
Member (Student)	<b>Mr. Stefanos Cheilides</b>	Student Affairs Representative, University of Cyprus

## Session 1: The institutional profile, its structure and processes, infrastructure

### Part 1 (Parallel Sessions): 10:10 – 11:05

Session A OMEGA Conference Room	Session B Room M3	Session C Dean's Office, Room 01
<p><b>A meeting of the EEC with the Rectorate of the Institution:</b></p> <ul style="list-style-type: none"> <li>• <b>Prof. Pieter Brama</b>, Chair</li> <li>• <b>Prof. Dušan Palić</b>, Member</li> <li>• <b>Prof. J.A. Ikonopoulos</b>, Member</li> <li>• <b>Prof. Michael Thrusfield</b>, Member</li> <li>• <b>Dr. Marios Michael</b>, Member</li> <li>• <b>Mr. Stefanos Cheilides</b>, Member</li> <li>• <b>Prof. Loizos Symeou</b>, Vice Rector of Academic Affairs &amp; Head of Internal Quality Assurance Committee <b>(Presenter)</b></li> <li>• <b>Prof. Marios Vryonides</b>, Vice Rector of Research and External Affairs <b>(Presenter)</b></li> <li>• <b>Prof. Elizabeth Johnson</b>, Dean, School of Medicine</li> <li>• <b>Prof. Dimitrios Raptopoulos</b>, Dean, School of Veterinary Medicine and Program Coordinator</li> <li>• <b>Dr. Kypros Protopapas</b>, Chair, Department of Veterinary Medicine</li> </ul>	<p><b>A meeting of the EEC building facilities infrastructure member of the EEC with Building facilities officer of the university:</b></p> <ul style="list-style-type: none"> <li>• <b>Mr. Alexis Valiantis</b>, Infrastructure expert</li> <li>• <b>Mr. Costas Papaconstantinou</b>, Director, Department of Information Systems and Operations</li> <li>• <b>Dr. Andreas Yiallouris</b>, Infrastructure Specialist</li> </ul>	<p><b>A meeting of the academic members and the Students' Welfare expert of the EEC with the Student Services and Welfare of the Institution:</b></p> <ul style="list-style-type: none"> <li>• <b>Ms. Katerina Evaggelou</b>, Student's services expert</li> <li>• <b>Ms Eleni Markantoni</b>, Director of Student Affairs</li> <li>• <b>Ms Christina Christou</b>, Planning and Reporting Specialist</li> </ul>

<i>Short presentation of the institution's</i>	<i>Q&amp;A session and site visit to examine:</i>	<i>Q&amp;A session</i>
<ul style="list-style-type: none"> <li>• Mission and strategic planning</li> <li>• Academic profile and orientation</li> <li>• Structure (council and senate, schools/departments/programs/faculty and rank per schools/departments/programs)</li> <li>• Charter/rules/regulations</li> <li>• Connecting with society</li> <li>• Development processes</li> <li>• Learning and Teaching Support Process</li> <li>• Teaching Staff recruitment and support</li> <li>• Research support policy and processes</li> <li>• International Relations</li> <li>• Budget and funds allocation per school/department</li> <li>• Overview of building facilities /infrastructure               <ul style="list-style-type: none"> <li>○ Special access for students with disabilities</li> <li>○ Recreation areas (cafeterias, restaurants)</li> <li>○ Fields, courts, gyms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Building facilities/infrastructure</li> <li>• Site plan</li> <li>• Operation licenses</li> <li>• Teaching rooms</li> <li>• Academic staff rooms</li> <li>• Administration offices</li> <li>• Labs</li> <li>• Libraries</li> <li>• Special access for students with disabilities</li> <li>• Recreation areas (cafeterias, restaurants)</li> <li>• Fields, courts, gyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Welfare Services</li> <li>• Students with disabilities</li> <li>• Mature students</li> <li>• Gender profile</li> <li>• Students' clubs/ organizations/associations etc.</li> <li>• Career services</li> <li>• Alumni</li> </ul>

[55 minutes]

**5' EEC Internal Discussion**

**11:10 – 12:35**

- A meeting with the Dean of the School of Veterinary Medicine, the Head of the relevant department and the programme/s Coordinator/s.

Short presentations of:

- The School's/Department's structure
- The programme's feasibility study
- The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- Presentation of the plans of the Veterinary Teaching Hospital.

*[85 minutes]*

Name	Presentation
Prof. Elizabeth Johnson	School Structure, Curriculum, Feasibility
Prof. Dimitris Raptopoulos	Admissions, Veterinary Teaching Hospital
Dr. Kypros Protopapas	Training Partners

**5´ EEC Internal Discussion**

**12:40– 12:50**

- *Coffee break*

*[10 minutes]*

**12:50 – 13:55**

The program's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development

- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- SWOT analysis and degree of compliance with the CYQAA standards

*[65 minutes]*

Name	Presentation
<b>Prof. Elizabeth Johnson</b>	Preclinical Teaching & Learning
<b>Prof. Dimitris Raptopoulos</b>	Clinical Training, SWOT Analysis
<b>Dr. Kypros Protopapas</b>	External Practical Training

### 5´ EEC Internal Discussion

**14:00 – 15:00**

- Working lunch of the EEC, with the CYQAA Officer only

**15:00 – 15:55**

*[55 minutes]*

- A meeting with members of the teaching staff on each course for all the years of study (QA session).
  - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
  - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
  - Discussion on assessment criteria, samples of final exams or other teaching material and resources.

A/A	Teaching Staff	
1	<b>Prof. Dimitris Raptopoulos</b>	Anesthesiology
2	<b>Dr. Kypros Protopapas</b>	Equine Medicine & Surgery
3	<b>Dr. Serafeim C. Chaintoutis</b>	Infectious Diseases, Immunology, Microbiology
4	<b>Dr. Christos Karagiannis</b>	Veterinary Behavioural Medicine

5	<b>Dr. Sotiria Vouraki</b>	Farm Animal Husbandry- Genetics & Production
6	<b>Prof. Georgios Papadopoulos</b>	Neuroanatomy
7	<b>Dr. Kyriaki Markoulis-Zenonos</b>	Pathophysiology
8	<b>Dr. Kyriakos Chatzimisios</b>	Small Animal Surgery
9	<b>Prof. Itamar Grotto</b>	Epidemiology, Public Health
10	<b>Dr. Stephanos Christodoulides</b>	Nutrition and Metabolism
11	<b>Dr. Charalambos Filippou</b>	Immunology & Microbiology
12	<b>Dr. Charalambos Michaeloudes</b>	Biology, Medical Research
13	<b>Dr. Andreas Yiallouris</b>	Biology, Medical Research
14	<b>Dr. Theodoros Lytras</b>	Biostatistics, Epidemiology, Public Health
15	<b>Prof. Anastasis Stephanou</b>	Genetics, Cell & Molecular Biology
16	<b>Prof. Ioannis Patrikios</b>	Genetics, Cell & Molecular Biology
17	<b>Dr. Iva Tzvetanova</b>	Genetics, Cell & Molecular Biology
18	<b>Dr. Panagiota Christodoulou</b>	Pharmacology

#### 5<sup>τ</sup> EEC Internal Discussion

16:00 – 16:10

- *Coffee break*

[10 minutes]

16:10– 16:35

- A meeting only with members of the administrative staff.

[25 minutes]

Full Name	Position
<b>Ms. Eleni Markantoni</b>	Director of the Office of Students Affairs
<b>Mr. Stephanos Theodossiou</b>	Head of Admissions
<b>Ms. Christina Kolatsi</b>	International Student Advisor, Department of Enrolment
<b>Mr. Constantinos Anastasiou</b>	Network Operations Manager, Department of Information Systems and Operations
<b>Mr. Theodoros Tzitzimbourounis</b>	Head Librarian
<b>Ms. Tasoulla Jensen</b>	Administrator, School of Medicine

<b>Ms Maria Charalambidou</b>	Administrative Assistant, School of Medicine
<b>Dr. Andreas Yiallouris</b>	Infrastructure Specialist
<b>Ms Sophia Themistocleous</b>	Lab Technician
<b>Mr George Shiamakkides</b>	Lab Technician
<b>Mr Pavlos Stavrou</b>	Lab Technician

#### 5' EEC Internal Discussion

16:40 – 17:15

- A meeting **ONLY** with students and graduates only from similar programmes (5 – 15 participants). List attached. *[35 minutes]*

	NAME	STUDENT/GRADUATE
1	<b>Ms. Andri Louca</b>	Student (Medicine, MD)
2	<b>Ms. Tabarak Alshaban</b>	Student (Medicine, MD)
3	<b>Ms. Mara Potamianaki</b>	Student (Medicine, MD)
4	<b>Mr. George Agriodimos</b>	Student (Medicine, MD)
5	<b>Ms. Christopha Habarurema</b>	Student (Medicine, MD)
6	<b>Ms. Laila Suzanne Solvang</b>	Student (Medicine, MD)
7	<b>Mr. Dionysios Kytos</b>	Student (Medicine, MD)
8	<b>Ms. Asimina Karamanou</b>	Student (Medicine, MD)
9	<b>Ms. Ifigenia Sakki</b>	Student (Medicine, MD)
10	<b>Ms. Irene Kotzampasi</b>	Student (Medicine, MD)
11	<b>Ms. Dimitris Sergetzis</b>	Student (Medicine, MD)
12	<b>Mr. Dimitris Naziris</b>	Student (Medicine, MD)
13	<b>Dr. Antonis Kyrmizis</b>	Graduate (Medicine, MD)
14	<b>Dr. Stavroulla Bernitsa</b>	Graduate (Medicine, MD)
15	<b>Dr. George Philippou</b>	Graduate (Medicine, MD)
16	<b>Dr. Yvonne Tuszing</b>	Graduate (Medicine, MD)

#### 5' EEC Internal Discussion

**17:20 – 18:25**

- On site visit to the premises of the institution (i.e. library, labs, teaching rooms, research facilities). *[65 minutes]*

Name	Position
<b>Prof. Loizos Symeou</b>	Vice Rector of Academic Affairs
<b>Prof. Elizabeth Johnson</b>	Dean, School of Medicine
<b>Prof. Dimitris Raptopoulos</b>	Dean, School of Veterinary Medicine and Program Coordinator
<b>Dr. Kypros Protopapas</b>	Chair, Department of Veterinary Medicine
<b>Mr. Costas Papaconstantinou</b>	Director, Department of Information Systems and Operations
<b>Dr. Andreas Yiallouris</b>	Infrastructure Specialist

**5´ EEC Internal Discussion**



## Day 2 (12 December 2023)

Note to EEC: 09:00am meet at the Hotel entrance. Transportation to be provided thereafter to the different sites.

	Full Name	Title/University
Chair	<b>Prof. Pieter Brama</b>	Head of Veterinary Clinical Sciences- University College Dublin
Member	<b>Prof. Dušan Palić</b>	Chair of Fish Diseases and Fisheries Biology, Faculty of Veterinary Medicine, Ludwig- Maximilians-University Munich
Member	<b>Prof. Michael Thrusfield</b>	Professor of Veterinary Epidemiology University of Edinburgh
Member	<b>Prof. J.A. Ikonopoulos</b>	Professor DVM, MSc., PhD, Dipl. ECVM, Dean of the School of Animal Sciences, Agricultural University of Athens, Founding President of the European College of Veterinary Microbiology EBVS-European Specialist in Veterinary Microbiology
Member	<b>Dr. Marios Michael</b>	Cyprus Veterinary Council representative
Member (Student)	<b>Mr. Stefanos Cheilides</b>	Student Affairs Representative, University of Cyprus
EUC	<b>Prof. Loizos Symeou</b>	Vice Rector of Academic Affairs
EUC	<b>Prof. Elizabeth Johnson</b>	Dean, School of Medicine
EUC	<b>Prof. Dimitris Raptopoulos</b>	Dean, School of Veterinary Medicine and Program Coordinator
EUC	<b>Dr. Kypros Protopapas</b>	Chair, Department of Veterinary Medicine

- Travel and visit at **Fishery Partner – Blue Island Plc (Depending on Weather)**

**9:00 – 10:00 (60 min driving)**

**10:00 – 10:50 (visit)**

<https://www.google.com/maps/@34.7091828,33.2875023,5610m/data=!3m1!1e3?entry=ttu>

- Travel and visit at **Porcine Partner – L.A. TOP Genetics LTD**

**10:50 – 11:30 (40 min driving)**

**11:30 – 11:50 (visit)**

<https://www.google.com/maps/place/%CE%9A%CE%BF%CF%84%CF%83%CE%B9%CE%AC%CF%84%CE%B7%CF%82+2564,+%CE%9A%CF%8D%CF%80%CF%81%CE%BF%CF%82/@35.0037051,33.315319,349m/data=!3m1!1e3!4m6!3m5!1s0x14de1e00905af85d:0xe6ab262f81ac5f59!8m2!3d35.0128665!4d33.3499895!16s%2Fm%2F064qf09?entry=ttu>

- Travel and visit at **Bovine Partner – LK Dairy Farm LTD**

**11:50 – 12:20 (30 min driving)**

**12:20 – 12:50 (visit)**

**13:00 – 14:00**

- Working lunch of the EEC, with the CYQAA Officer only

- Travel and visit at **Vita Trace Nutrition**

**14:00 – 14:15 (15 min driving)**

**14:15 – 14:40 (visit)**

<https://www.google.com/maps/@34.7091828,33.2875023,5610m/data=!3m1!1e3?entry=ttu>

- Travel and visit at **Abattoir- Cypra Ltd**

**14:40 – 15:10 (30 min driving)**

**15:10 – 15:40 (visit)**

<https://www.google.com/maps/place/Cypra+Ltd/@35.0699823,33.1060759,698m/data=!3m1!1e3!4m6!3m5!1s0x14e0aa914e34ad97:0x973d2c7d52bc6ef3!8m2!3d35.0700679!4d33.1075136!16s%2Fm%2F11r8b9mtf?entry=ttu>

- Travel and visit at **Equine Partner – MJSC Sports Ltd**

**15:40 – 15:55 (15 min driving)**

**15:55 – 16:15 (visit)**

<https://www.google.com/maps/place/The+Grammar+School,+%CE%94%CE%B5%CF%85%CF%84%CE%B5%CF%81%CE%AC+2450,+%CE%9A%CF%8D%CF%80%CF%81%CE%BF%CF%82/@35.1066271,33.2552553,257m/data=!3m1!1e3!4m6!3m5!1s0x14de1cc7be616855:0xa1363ff2333d19f7!8m2!3d35.0912334!4d33.2710782!16s%2Fg%2F11b8tdsq8x?entry=ttu>

Travel back to EUC premises

**16:30 – 16:40**

- *Coffee break* **[10 minutes]**
- *A meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before the Exit Discussion*

**[20 minutes]**

*A meeting with the Head of the relevant department, the coordinator of the programme - and the Director of Academic Quality and Compliance Exit Discussion (questions, clarifications).*

**[30 minutes]**

**Notes:**

- **All staff must be available in the School both days of the site visit for any queries that may occur.**
- **The Institution and the School of Veterinary Medicine should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.**

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Pieter Brama	Chair (remote)	University College Dublin
Prof. Dušan Palić	Chair (onsite)/ member	Ludwig Maximilians University Munich
Prof. Michael Thrusfield	Member	University of Edinburgh
Prof. John Ikonomopoulos	Member	Agricultural University of Athens
Mr. Stephanos Hilides	Member (student)	University of Cyprus
Dr. Marios Michael	Member	Cyprus Veterinary Council

<i>Name</i>	<i>Position</i>	<i>University</i>
Mr. Alexis Valiantis	Member	Infrastructure Expert
Ms. Katerina Evangelou	Member	Student's services expert

## C.

### 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*

#### 1.1 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*

## 1.2 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*

## 1.3 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.*

## Findings

**1.1** The proposed school subscribes to The “European University of Cyprus’ comprehensive Quality Assurance Guide (QA) and has a formal QA Committee to police QA. However, specific details relating to the proposed veterinary school are lacking.

There is a logical focus on education, research and clinical care. A system for supporting staff and students exists. A rigorous system guarding against fraud (notably plagiarism) is explicit. External stakeholders are implicitly involved in operating to standards of external professional bodies (e.g., the Royal College of Veterinary Surgeons).

**1.2** The Programme is very well-designed and comprehensive. Its structure and content conforms to the usual higher-educational requirements. It will service the anticipated need for veterinarians. There is a broad range of high-quality external placements (e.g. dairy and fish farms), Student input, monitoring and periodic review cannot be assessed because the programme is not running.

**1.3 and 1.4** are referring towards future evaluations and therefore marked as not applicable.

## Strengths

Nothing to be reported at this stage.

## Areas of improvement and recommendations

Specific QA/QC details (policies, procedures, schematics and flow-charts) that relate to the proposed veterinary school are required.

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

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

## 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.*

## Findings

### 2.1 Process of teaching and learning and student-centered teaching methodology

Based on the available documentation about teaching methodology, and discussions with the institutional representatives in charge of curriculum development and teaching, the EEC examined the applicability and observance of listed standards and found the following:

The process of teaching and learning supports students' individual and social development.

The planned process as described, also practiced in the Schools of Medicine and Dentistry, is supportive of this standard.

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.

The planned utilization of various teaching methodologies in the process, is supportive of this standard.

- Students are encouraged to take an active role in creating the learning process.

The plan is to offer students opportunities and encourage them to take an active role. As the institution is a new one, this is not yet done in practice.

- 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.

While implementation is not yet assessable (new school, not operational), the plan supports this standard.

- Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.

Teaching methods tools and materials planned or prepared for the students are supporting of this standard.

- Mutual respect within the learner-teacher relationship is promoted.

Activities and actions supporting promotion of respectful learner-teacher relationships are present in the reviewed documents.

- The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.

While implementation is not yet assessable (new school, not operational), the plan supports this standard.

- Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.

There is indication in the QA Guide that there are procedures for student complaints, however the level of details in the descriptions are lacking to confirm if they are fully appropriate (also due to school not yet being operational).

## 2.2 Practical training

Based on the available documentation about teaching methodology, and discussions with the institutional representatives in charge of curriculum development and teaching, the EEC examined the applicability and observance of listed standards and found the following:

- Practical and theoretical studies are interconnected.

The information about the curriculum that was presented in the reviewed documents and discussions with institutional representatives is supportive of this standard.

- The organization and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.

The developed curriculum plan is not presented in sufficient detail to allow for estimation of the extent of practical training to support achieving planned learning outcomes and stakeholder needs.

### 2.3 Student assessment

- 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 planned assessment techniques support transparent and fair application. Assessment process is described in reasonable detail in provided documents, however, as the assessment process has not yet been performed or tested in the new institution, it is not possible to verify the above standards.

## Strengths

Reviewed documentation and discussions with the institutional members in the area of student learning methodologies present a convincing plan to implement modern, state of the art teaching techniques.

Resources and approaches to practical training at different years and levels of curriculum have been extensively discussed in the EEC interactions with the institutional representatives and during site visits. While, again, this is only a plan, the institutional resources (facilities) apparently provide substantial foundation to planned practical training and assurance that interconnectivity between theoretical and practical training will likely be of a high degree in the active curriculum.

In the documents provided, multiple assessment techniques are presented. The approaches and interconnectivity between assessments and student learning are well described. A highlight of the planned assessments is use of advanced teaching technology that is closely connected to student achievements monitoring almost in real time, through keeping track of assessment results in databases and making them available to both teaching faculty and students, allowing for direct and close interactions, supportive of early problem detection during the course of studies.

## Areas of improvement and recommendations

The institution is not yet operational. Therefore, as per above comments it is only possible to provide supportive statements to each standard with a disclaimer that there are no actual ongoing teaching activities, practical training or student assessments. Therefore, any QA/QC and feedback regarding assessment outcomes will need to be stored and provided during the next accreditation process. Therefore, the recommendation is to clearly delineate policies and procedures applicable to support the quality control processes related to teaching/learning, practical training, and assessment outcomes.

In relation to practical training, specifically the external facilities, the EEC has some concerns related to formalised agreements as a way to prepare for incoming students in the next years. However, these concerns are discussed in different sections of the document.

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

Sub-area		
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially 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.*

## Findings

1. The information provided in connection with qualifications, field of specialisation, degree of involvement, and role of the academic staff assigned to the Programme generate considerable concern about whether they are fully aligned to achieving its objectives and learning outcomes or sufficient to ensure high quality and sustainability. Though based on the Principles and Standards of Evaluation of Faculty “effective teaching is given the greatest weight and other factors cannot compensate for failure to satisfy it” (Programme of Veterinary Medicine, Quality Assurance Guide, Principles and Standards of Evaluation of Faculty, Page 102), the qualifications and professional record of certain members of the teaching personnel do not document teaching experience. Furthermore, most of the staff assigned to deliver the syllabus of Veterinary Medicine have no teaching experience in Animal Science.
2. The information provided does not sufficiently document that recognized visiting teaching staff are engaged to the Programme, or that there are provisions in place for staff of the certain category to contribute to furthering teaching and research standards within the newly formed Institution, in line with the relevant international state-of-the-art. Notably, an emeritus Professor of Veterinary Anatomy is involved in the Programme as Academic Advisor, which is fully consistent with his long teaching and research experience. However, the certain position is reported to correspond to full time employment consisting of teaching, research, and administration, at 50%, 30%, and 20%, respectively (Doc 200.2, Application for Institutional Evaluation, Academic Teaching Staff, Page 138,) which is not fully in line with the purpose of recruitment of visiting teaching staff or academic advisors. The same can be stated in connection with the staff identified as research collaborators who are also reported to be engaged full time in the Programme, with activities that involve administration and research, in addition to teaching. These members of the staff seem to be expected to deliver almost the entire spectrum of subjects that are specific to veterinary medicine, since except for the Department Dean who is a veterinarian engaged as Professor, the rest of the teaching staff of the Programme under evaluation, belong to the Department of Medicine and come from non-Veterinary Medicine disciplines. Notably, there are 4 members of the teaching staff

(Banos George, Chatzimisios Kyriakos, Kyriakaki Zenonos, and Ittamar Grotto), whose position in, or relevance to, the Department are not clearly determined.

3. Considering that the Institution under evaluation consists only of one permanent staff, it cannot be stated without serious reservations that, at this stage, the teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study in a subject as demanding and broad as that of Veterinary Medicine.
4. The provided information indicates that the number of the staff involved in the programme as research collaborators and academic advisors exceeds, at this stage, that of the permanent staff.
5. The research activities of several members of the teaching staff fall in fields that are relevant but not closely related to the programme's courses.

## Strengths

1. The Institution applies fair, clear, and transparent processes for the recruitment and development of the teaching staff.
2. There are adequate provisions in place to ensure that the teaching staff will be regularly engaged in professional and teaching-skills training and development.
3. The teaching staff have valid collaborations in the fields of teaching and research with other Higher Education Institutions in Cyprus and abroad.
4. Scholarly activity to strengthen the link between education and research is encouraged and a balance between the two is maintained through teaching hour reduction for personnel that excel in the latter.
5. The information provided in connection with the percentage of involvement of the teaching staff in teaching and research documents sufficiently that the allocation of teaching hours compared to the time for research activity is appropriate.

## Areas of improvement and recommendations

1. It is strongly recommended to substantially increase the number of permanent and tenured staff of the Department of Veterinary Medicine with scientists with proven experience in research and independent teaching in Veterinary Medicine and the broader subjects of Animal Science. Weight should be given to their competence in the use of modern teaching methods, including online examination platforms and e-learning tools.

2. It is recommended to engage visiting teaching staff based on their recognized teaching and research experience in state-of-the-art subjects in veterinary medicine. The purpose of the recruitment of these personnel should be to provide support to the teaching staff of the Institution, adding to the Programme’s scientific merit and international approach.

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

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

## 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.*

#### **Findings**

**4.1** There are clear descriptions of admission criteria (e.g., required school grades), These are appropriate. Implementation can only be assessed when the programme is running.

**4.2** This is based on examination results. Details of, for example, re-sit options are not clear.

**4.3** Recognition is based on EU-wide school standards.

**4.4** The qualification is a Degree-level qualification in veterinary medicine (DVM), clearly described with learning outcomes.

#### **Strengths**

A comprehensive, lucid content.

#### **Areas of improvement and recommendations**

Provide details on re-sit options and first-year transfer subject requirements.

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

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

## 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.*

## Findings

Though physical resources are adequate and sufficient for the pre-clinical part of the programme under evaluation, significant deficiencies were recorded in connection with the clinical, particularly with regards to large animal surgery, internal medicine, and pathology. The Institution has made preliminary plans for collaboration with establishments of veterinary interest (abattoirs, farms, etc), but the provisions in place, at this stage, present noticeable significant gaps in terms of documenting effectiveness and sustainability.

## Strengths

1. Teaching environment, aids, and equipment are appropriate and of excellent quality. This material is readily accessible and can adjust to changing circumstances, including student numbers.
2. Student-centred learning and flexible modes of learning and teaching, are sufficiently taken into account when allocating, planning and providing the learning resources.
3. The human support resources allocated to administration are adequate to support the study programme and suitable for changing circumstances.

4. Student support services are credible and adequate, addressing the needs of students with regards to all aspects of their academic life.
5. Student mobility is encouraged and sufficiently supported.

### Areas of improvement and recommendations

It is highly recommended to establish concrete agreements with the establishments of veterinary interest required to contribute to the programme with resources (personnel, space, access, etc), making sure that the provisions in place secure its high quality and sustainability.

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

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

## 6.1 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.*

## Findings

The School of Veterinary Medicine is a new school and management has indicated that initially the focus will be on teaching and setting up the new program instead of post-doctoral programs. The provided documentation does not provide any information regarding the running of master, PhD or other post-doctoral programs such as residencies.

## Strengths

- If a postdoctoral program is initiated in the future the new school can build upon the post-doctoral program structure and support services of the EUC that are already in place.
- The EUC is currently already running a successful post-doctoral orthodontics program.
- The new school seems to have sufficient research facilities to provide a research based PhD program and tight links with the School of Medicine and Dentistry provide excellent collaboration possibilities within the One health research theme.

## Areas of improvement and recommendations

### Recommendations:

It might be advisable to take into account the possibility of future doctoral programs when appointing new staff. Staff with extensive research experience including supervision of PhD and master students might make the introduction of a research doctoral program easier at a later stage. Similarly, strategically appointing staff with clinical specialty training creates future opportunities for implementing clinical speciality training through residency programs.

The use of high fidelity models and virtual training at an advanced level might provide opportunities for educational research relating to clinical skill training and proficiency. This is an area that will only become more important in the future when the use of live animals and cadavers will be strongly discouraged in clinical training.

Risks:

Not having a doctoral program might reduce commitment of new staff to relocate or remain on staff long term in the future.

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

Sub-area		
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

## D. Conclusions and final remarks

The School of Veterinary Medicine is a new school in development by the European University of Cyprus (EUC); the EUC has extensive experience in developing new schools in health sciences, is financially healthy and is backed by a large financially healthy international parent organisation (Galileo Global Education). This experience, organisational structure and historical successes make it very likely that the new school will be appropriately managed and resourced.

An excellent curriculum on paper has been developed that should provide veterinary students with all the prerequisites to contribute to society at a high standard of veterinary care. The timeline towards acceptance and enrolment of students is however very short and many obstacles are still on the road towards the successful running of a new programme. Specifically, the new School of Veterinary Medicine lacks (or did not provide) strategic planning and budgeting to guarantee also on paper the sustainability of the programme. Staffing of the programme is currently insufficient and recruitment processes are ongoing pending on the outcome of the accreditation. The EEC notes that recruitment of suitably qualified (clinical) veterinary teaching staff is very difficult in the current employment climate.

The school is heavily relying on external collaborators for essential components of teaching of the program and the EEC has visited and met several of these excellent facilities. This approach can be very economical but also exposes the programme to the potential of a mismatch in expectations and unforeseen, sometimes abrupt, endings of collaborations.

Many operational risks have emerged during this external evaluation such as timely completion of building works, timely recruitment of appropriate staff, completion of all teaching materials, solidifying external collaborations etc. The EEC acknowledges that no new veterinary program will come to fruition without risks, however these risks should be acknowledged, appropriately assessed and managed, with an action plan in place to revert or adapt when occurring.

The EEC is however confident, based on the investments to date in the New Veterinary School, the ambition and enthusiasm of management and staff and the excellent facilities and teaching resources already in place that this new school can become a success; similarly as the EUC has made a success of their medicine and dentistry school.

Structured planning with time-lined deliverables, outputs, milestones, stop-go points, what if's and tight regulatory control mechanisms will however be required when the School of Veterinary Medicine wants to start its programme successfully in September 2024.

### Final remarks:

The EEC was not able to receive full participation of the EEC member Stephanos Hilidis due to his absence on team meetings and during the writing of the report due to military service.

The EEC has noted the gender imbalance in its composition and has raised that with the CYQAA support officer.

