

Doc. 300.1.1

Date: Date.

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

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

In Greek:

Programme Name

In English:

Doctor of Veterinary Medicine (DVM) (5 years, 300
ECTS, undergraduate veterinary medicine degree

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



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

In Greek: Concentrations

In English: EBVS (European Board of Veterinary Specialization; DVM (Doctor of Veterinary Medicine); ABVS American Board of Veterinary Specialization

A. Introduction

This part includes basic information regarding the onsite visit.

The University of Nicosia has taken the initiative to establish a School of Veterinary Medicine and the Department of Veterinary Medicine under which the program will be administered. Until the new school and department are established, the program will be administered by the medical school. A great effort has been made both to set up the new institute and to set up a new program for the training of Doctor of Veterinary Medicine. The entire set-up takes into account legislation, quality requirements and a training program that can meet international standards. After all internal procedures have been completed, an evaluation by an external evaluation committee (EEC) is the next step in order to arrive at a final accreditation.

This EEC has been tasked by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) to carry out and report on the evaluation/accreditation process for both the study program and the institute. For this evaluation, the EEC received well-documented reports in advance. Subsequently, a site visit was carried out by the EEC on 14 and 15 March 2022. During the first day we had the opportunity to speak extensively with the Head of the Institute, the Dean of the School of Veterinary Medicine, other relevant authorities and the programs coordinators. Among other things, the structure of the school/department, the curriculum and the plans for a veterinary teaching hospital were discussed. Subsequently, attention was also paid to methodology and equipment used in teaching and learning and the degree of compliance with the CYQAA standards. The subsequent meetings with members of both the teaching and administrative staff gave us the opportunity to delve deeper into the content. The second day was devoted to visits to the institution's premises and its preclinical and clinical training facilities.

We are impressed by the effort that has been put in at all levels to bring about this new Doctor of Veterinary Medicine degree program. We greatly appreciate their excellent preparation of the visit and their excellent informative and open-minded reception of the EEC. We have been delighted to carry out these evaluations and we hope that this can contribute to a successful completion of the accreditation process.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Mr. Jan Willem Hesselink (chair)	(Emeritus) Professor	Utrecht University, The Netherlands
Mrs. Vilhelmiina Huuskonen	Professor	University College Dublin, Ireland
Mrs. Valeria Grieco	Professor	University of Milan, Italy
Mrs. Konstandina Kyriacou	Medical student	University of Cyprus
Mrs Ioustini Pilidi	Head of Career Office, Career Centre	University of Cyprus
Mr. Alexis Valiantis	Civil Engineer	Chamber of Cyprus
Mr. Kyriakos Spanoudes	President	Cyprus Veterinary Council

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

Findings

Study program design and development are extensively exposed in the application and the regional needs of the establishment of an international course of Veterinary Medicine has been emphasized during the visit.

The study program includes all the Vet Med topics and generally meets the requirements of the EU Directive on the mutual recognition of professions and reflects the purposes of higher education of the Council of EU, particularly preparing for sustainable employment and promoting personal development giving basic and advanced knowledge.

The program is designed adopting an interesting integrative and interdisciplinary approach to the Vet disciplines. This is a modern approach which could also contribute to establish a One Health architecture, in synergy with the Medical School, in order to promote connection with the society. The programme includes most Veterinary disciplines, and the ECTS assigned to each of them are appropriate in general; however, some disciplines deserve to be highlighted and improved in the programme (see recommendations below).

The program architecture is based on the ECTS system, and the content and work related to the ECTS within any single course are listed.

In the application, policies for quality assurance (QA) are clear and compliant with the guidelines for QA in European higher education. QA includes structures, regulations, and processes to assure quality in teaching, learning and management. Student complaints are also highly considered as well as the denounce of eventual intolerance, discrimination, harassment, and bullying.

Study programme is subject to a formal institutional and Veterinary Chamber approval and will be periodically reviewed and revised, involving teachers, students and external stakeholders, taking into account also external expertise.

Selection criteria, intended learning outcome, teaching, learning, pass rate and assessment procedures are clearly stated.

Management of the study programme includes monitoring and analysis of performance indicators, profile of student population, the student regular progression and students' satisfaction feedback. Moreover, student welfare is supported and monitored, and students may also receive individual support addressing various needs.

Strengths

The Vet Med study programme is generally in line with other Vet Med courses in other countries including the EU. The programme includes also up-to date topics for Vet Med (e.g. Dentistry).

There are clear and appropriate QA procedures for monitoring program realization, teaching, learning and management.

The selection criteria for students and attention to their feedback, career progression and welfare is clearly listed.

Areas of improvement and recommendations

As already stated, the program is generally well designed and addressed for the Veterinary profession. The assignment of the number of ECTS for each discipline is based on a minimum number of 3 credits and each discipline has 3, 6 or 9 ECTS. This ECTS distribution based on multiples of 3 is useful but in some cases does not reflect completely the number of ECTS really necessary for the appropriate development of the discipline, considering distribution of theoretical and practical hours and the importance of the discipline in the veterinary profession.

An example: Food Hygiene. It is one of the main fields of work of a veterinarian. It represents one of the most important veterinary duties in the Public Health sector and is one of the most highlighted topics in the post-graduate additional exam which is the requirement in many European countries in order to be admitted to the Veterinary Chamber and to be allowed to practice the Veterinary profession. In numerous EU Countries a huge number of ECTS is assigned to Food Hygiene, which is also always divided into at least 2 different courses: a basic one and an advanced one including meat and fish inspection. In the present study programme, a single course of 6 ECTS of Food Hygiene is included. During the visit the course content was discussed and the fact that some topics of Food Hygiene are included in other courses was highlighted to us; however, we stated the importance of an extensive and complete knowledge in Food Hygiene for a Veterinarian, and therefore the revision of the course is highly recommended and the division of Food Hygiene into two different courses is suggested. Moreover, knowing that meat and fish inspection requires a solid base of systematic pathology, it is suggested that the newly created course of Food Hygiene II is placed in the second semester of the 4th year after pathology seminars.

This latter example also introduces another concern to be taken into account: the year/semester assignment of the various courses. The course of Medicine, already existing in UNIC, has been taken as an example; however, the Vet Med program is different, including various species and various fields, from those typical to human medicine to those linked with zootechnic and agronomic world. Moreover, it must be remarked that all fundamental courses, in the present programme, are given within 4 years with the risk of course compression and potentially leading to extensive workload and student stress. All this stated, it is suggested that the year/semester position of each course is carefully re-considered.

Some examples:

- a) The semester allocation of Cattle Medicine and Pharmacology-Toxicology (both on the 3rd year), can be inverted, transferring Cattle Medicine to the second semester and Pharmacology-Toxicology to the first one. Both courses have 6 ECTS each so this should be possible.

- b) Systematic pathology/Seminars in pathology) may be moved to the 3rd year if a Food Hygiene II course (meat, fish inspection) is created. If Food Hygiene remains a single course (with increased number of ECTS), it should be given after “Seminars in Pathology”.
- c) The EEC recommends that Anaesthesia and Analgesia as a fundamental “day-one” skill is taught as an independent subject to be aligned with most European veterinary schools. This newly created subject should either include the pharmacology of anaesthetic agents or be placed after Pharmacology & Toxicology in the curriculum.

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

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

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

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students’ individual and social development.*

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

Findings

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

- *The process of teaching and learning supports students' individual and social development. **YES****
- *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. **YES****
- *Students are encouraged to take an active role in creating the learning process. **YES***
- *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. **YES***
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated. **YES***
- *Mutual respect within the learner-teacher relationship is promoted. **YES***
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths. **SEE BELOW****
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set. **YES***

2.5 Practical training

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

2.6 Student assessment

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures. **YES***
- *Assessment is appropriate, transparent, objective and supports the development of the learner. **YES***
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance. **YES***
- *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. **YES***
- *Assessment, where possible, is carried out by more than one examiner. **YES***
- *A formal procedure for student appeals is in place. **YES***
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. **YES***

- *The regulations for assessment take into account mitigating circumstances. YES*

The programme is designed by senior academic staff with significant international experience in the design and implementation of veterinary medical curriculum. The curriculum is aligned with the EQF, and there is an Assessment Committee that oversees the assessment strategy of the programme.

The school's scheme of assessment is clearly defined, and the staff and students are made aware of it. The school uses both formative and summative assessment: formative assessment familiarises the students with the assessment format and provides them with feedback. Summative assessment counts towards student grades and progression. Until the school develops its own exam question bank, the assessment is based on the current RVC exams.

In addition to the assessment of knowledge, the students have a list of essential clinical skills that are assessed during the final (5th) year of studies using an application called 'My Progress'. This application records successful attempts and provides feedback. These clinical skills apply to both small and large animals and laboratory and diagnostic procedures.

The ultimate goal of the training and assessment is to meet the requirements of qualifying/accrediting bodies and to ensure that on completion of the degree, the students pass the relevant qualifying exams (such as the NAVLE or the RCVS Statutory Membership Exam).

Practical student training is implemented early on. During the first two years, the students will get practice in animal handling, clinical skills and communications skills. Small animal handling sessions happen in the medical school facilities or alternatively in the veterinary anatomy laboratory until the designated companion animal hospital is completed. Large animal handling practice can be obtained in the participating farms, to which the students will have minibus transport from the main campus.

Strengths

The teaching is student-oriented and student feedback plays an important role in ensuring and maintaining the quality of education. The students also receive the plan for small group teaching and the rooms, learning resources, equipment and laboratories available for practicals are up to standard and modern.

In addition to theoretical studies, the students are introduced to 'hands-on' veterinary medicine from early on in form of animal handling, clinical skills and communication skills sessions. This motivates the students and helps them to connect theory with practice. It also helps with the early development of manual dexterity and diagnostic competence.

Areas of improvement and recommendations

* While there are policies and procedures in place for students with disabilities, the external evaluation committee would like to get more information about how the non-disabled students' different abilities, learning needs and learning opportunities are taken into consideration when conducting educational activities – this information is not found in the material provided (therefore partially compliant).

The students can be involved in research projects (in data collection, epidemiological studies etc.) but based on the information we have, they are not involved in the actual research set-up. However, the external evaluation committee feels that research is not a necessary 'day-one skill'.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

Findings

3.1 Teaching staff recruitment and development:

- *Institutions ensure the competence of their teaching staff. **Yes***
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up. **Yes***
- *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. **Yes***
- *The teaching staff is regularly engaged in professional and teaching-skills training and development. **Yes, they will as soon as the programme has started***
- *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. **Yes***
- *Innovation in teaching methods and the use of new technologies is encouraged. **Yes***
- *Conditions of employment that recognise the importance of teaching are followed. **Yes***
- *Recognised visiting teaching staff participates in teaching the study programme. **Not applicable***

3.2 Teaching staff number and status

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

3.3 Synergies of teaching and research

- *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). **Yes, at the moment still mainly with the medical faculty of the University of Nicosia (UNIC)***
- *Scholarly activity to strengthen the link between education and research is encouraged. **Yes***
- *The teaching staff publications are within the discipline. **Yes***
- *Teaching staff studies and publications are closely related to the programme's courses. **Yes***
- *The allocation of teaching hours compared to the time for research activity is appropriate. **Yes** ****

Strengths

Adequate, fully qualified and motivated staff for the start of this new programme.

The appointed and prospective members of teaching personnel for each course during the first two years of the programme have shown during the interviews that they either possess the relevant formal and fundamental qualifications for teaching the course or alternatively will receive an appropriate teaching course prior to the start of the year (expertise, specialization, doctorate, publications).

The program coordinator has the qualifications and experience to expertly and efficiently coordinate the program of study.

Areas of improvement and recommendations

* Due to the ambition to increase the number of students from 30 to 80 in a five-year period, long-term planning for staff and support needs may be useful. It should be noted that a large part of the staff for the later years of study still has to be recruited at this moment. From that point of view, making a multi-year planning available at the moment could be helpful in taking action and getting a grip on the process. This also from the point of view that internationally there is a shortage of qualified veterinarians and diplomates of the ABVS/EBVS to be able to provide clinical education. In addition, Cypriot law requires mastery of the Greek language for veterinarians working practically such as the Companion Animal Teaching Hospital and the Equine facility to be set up.

** After a first start with the program, attracting visiting professors or other experts in special areas of special interest certainly deserves attention.

*** Ensuring allocated research time of 30% for full time appointed faculty is valuable but can be pressured by clinical and teaching activities.

In the assessment area, the teaching staff has been assessed as compliant by the EEC, but for the above reasons, this applies in particular to the first two years of the programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant



3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

- *Pre-defined and published regulations regarding student admission are in place. **Yes***
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner. **Yes***
- *Pre-defined and published regulations regarding student progression are in place. **Yes***
- *Processes and tools to collect, monitor and act on information on student progression, are in place. **Yes***
- *Pre-defined and published regulations regarding student recognition are in place. **Yes***
- *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. **Yes***
- *Appropriate recognition procedures are in place that rely on: **Yes***
 - *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*
- *Pre-defined and published regulations regarding student certification are in place. **Yes***
- *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. **Yes***

Strengths

- The student admission requirements have been clearly set for students (both national and international). Academic and English language Requirements are being described in the 4.11 section of the application for evaluation – Accreditation-Program of study (document 200.1). There is a well-defined system to monitor student progress throughout the study cycle, and a structured procedure to act when students are not progressing.
- The provision of successful completion of all courses in all years, ensures a high-quality program delivery, while the multiple level support of failing students (Course lead/Year

lead/Program director and Registry) is expected to provide students a stern support to improve and progress in their studies.

- The utilisation of a software to monitor the progress of the clinical skills of students is expected to motivate and engage them in their progress.
- A case-by-case assessment for transfer student applicants allows a fair approach to applicants coming from different backgrounds and diverse methods of study at the original institute.

Areas of improvement and recommendations

- There are no exceptions from English Language requirements for students graduating from Cyprus-based, English-speaking high schools.
- Regarding the recognition of prior learning, the committee's suggestion is to apply equal entry requirements for applicants originating from the same Veterinary Faculty applying within the same academic year (i.e. belonging to the same student cohort). Those entry requirements can be evaluated on a regular basis, to take into account the status of the originating veterinary faculty.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

Findings

5.1 Teaching and Learning resources

- *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. **Yes (some equipment has been ordered and to be provided)***
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.). **Yes***
- *All resources are fit for purpose. **Yes***
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources. **Yes***

5.2 Physical resources

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

5.3 Human support resources

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme. **Yes***

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.). **Yes***
- *All resources are fit for purpose and students will be informed about the services available to them. **Yes***

5.4 Student support

- *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. **Yes***
- *Students are informed about the services available to them. **Yes***
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support. **Yes***
- *Students' mobility within and across higher education systems is encouraged and supported. **Yes***

Strengths

- A very good feedback system
- Student counselling is available on request
- Periodic internal reviews have been scheduled, while a future EAEVEE accreditation will be sought.
- Regular committee meetings of the faculty take place, in which student representatives will be present.
- Student mobility programs are enabled (Erasmus+) and encouraged.
- Students with physical disabilities and learning needs are not excluded. Psychological support (by physicians and specialists) is provided for students
- An online platform (Moodle) is available for students to have access to teaching material.

Areas of improvement and recommendations

- It is suggested that feedback from students will be mandatory for at least the first 5 years.
- Personnel working at premises involved in EMS should be evaluated by students at the end of every rotation.
- Student dorms to be included at the distant farms/facilities the students will be attending for learning.

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

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



5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Not applicable

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

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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 program for DVM responds to the modern insights of a competency-oriented curriculum and prepares graduates for most career options for a veterinary professional. The curriculum covers all the fundamental topics of veterinary medicine and professionalism and is also aligned with the One Health agenda. It must be noted that all fundamental courses, in the present programme, are given within 4 years with the risk of course compression and potentially leading to extensive workload and student stress. All this stated, it is suggested that the year/semester position of each course is carefully re-considered.

Students will acquire fundamental theoretical knowledge and develop clinical skills to acquire the necessary 'Day-one' skills. The curriculum is robust, whereby the courses will be further aligned in a few places to make a logical structure emerge even more strongly. The development and implementation of clinical education, in particular in the later phases of the programme, does deserve the necessary attention in the coming period. This concerns both the recruitment of qualified staff for this education and the available clinical facilities.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Mr. Jan Willem Hesselink (chair)	
Mrs. Vilhelmiina Huuskonen	
Mrs. Valeria Grieco	
Mrs. Konstandina Kyriacou	
Mrs Ioustini Pilidi	
Mr. Alexis Valiantis	
Mr. Kyriakos Spanoudes	

Date: March 17th 2022