

Doc. 300.3.1

Date: Date

External Evaluation Report (Departmental)

- Higher Education Institution:
European University Cyprus
- Town: Frankfurt
- School/Faculty: School of Medicine, Frankfurt branch
- Department: Life and Health Sciences
- Department's Status: New

- Programme(s) of study under evaluation:
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

“Βιοϊατρικές Επιστήμες, 4 Έτη/240 ECTS, Πτυχίο”

In English:

“Biomedical Sciences, 4 Years/240 ECTS, (B.Sc.)”

Programme 2

In Greek:

“Βιολογία του Καρκίνου (18 Μήνες/90 ECTS, Master of Science)”

In English:

“Cancer Biology (18 Months/90 ECTS, Master of Science)”

Programme 3

In Greek:

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In English:

-



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].

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

| DEPARTMENT | PROGRAMMES OF STUDY |
|------------|---------------------|
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A. Introduction

This part includes basic information regarding the onsite visit.

A site visit took place on 29 September 2025 at the European University Cyprus (EUC), Frankfurt branch campus. A full-day schedule (09.00-18.15) had been prepared to allow ample interaction in the form of presentations including Q&A and interviews with the leadership, teachers, students and graduates as well as administrative staff involved in the planned Department of Life and Health Sciences under the School of Medicine, Frankfurt branch in Frankfurt-am-Main, Germany. An important reason for the application to form a new Department is the plan to start a new portfolio of B.Sc. and M.Sc. programmes at the university's relatively new Frankfurt campus. Currently, the only programme running there at the university's School of Medicine, Frankfurt branch, is the Medical Programme. This will also be complemented with a recently approved Ph.D. programme. The first two programmes are in fact included for inspection during the current site visit, namely a 4-year B.Sc. in biomedical sciences programme and an 18-month M.Sc. in cancer biology programme. The former programme will be modelled on an identical B.Sc. programme already running successfully in Nicosia at the School of Medicine, Department of Life and Health Sciences there. In total, the university has 12,500 students and offers >90 programmes. Of those, the School of Medicine offers 29 programmes at different levels, the vast majority of them at the Nicosia campus. However, the current plans include running 7 different programmes in Frankfurt and to establish two new Departments there. According to the presented material, the Frankfurt branch of the School currently has 10 permanent staff from Lecturer to Professor level and 14 visiting Professors and Associate Professors on its faculty. In addition, clinical (6) and adjunct (2) faculty members are listed along with scientific collaborators (13). All of them are currently associated with the Department of Medicine. The proposed expansion will require additional staff and positions have been posted, with 46 applicants to be scrutinized and eventually interviewed. Prior to the visit, the external evaluation committee (EEC) had received the Application for Evaluation of the proposed new Department (dated 23 July 2025), an impressive 1580-page pdf document, from EUC via the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). As further documentation for the evaluation, pdf files corresponding to the slides presented during the site visit, were received. After introduction of the EEC members, the first meeting of the day involved the leadership of the University and the School of Medicine, relevant current Departments and members of the local Committee of Internal Quality Assurance. During this meeting, a general overview of these organizational levels was given by the Vice Rector and the Dean of the School, with a focus on organization, strategic planning, academic profile, regulations and societal connection. The second meeting of the day concerned the Frankfurt branch and its development, including presentations by the Dean and the two interim co-chairs for the planned Department of Life and Health Sciences. Next, the EEC was also given overview presentations of the B.Sc. in Biomedical Sciences by the coordinator of the same programme in Nicosia and the planned co-coordinator for the Frankfurt version of the programme. Similarly, the M.Sc. in cancer biology proposed programme was presented by the planned program coordinator and co-coordinator. After a break for lunch, a series of meetings with teaching staff, external stakeholders, current or graduated students, and administrative staff followed during the afternoon. All groups were active and interested in helping the EEC and this was particularly noted for the 18 teachers who came across as very active and dedicated during their communication with the committee. All meetings during the day were face-to-face except the one with external stakeholders who joined digitally. Also, four of the students were present on site while twice as many joined digitally. Similarly to the teacher group, the students were very forthcoming and eager to talk about their experiences during the medical (in Frankfurt) and M.Sc./B.Sc. (in Nicosia) programmes, the reasons why they chose to enroll and/or their opinions on EUC, the School, the respective programmes, and tuition fees etc. The committee was also given

the possibility to follow some examples of pedagogic activities (so-called lesson observations) but the recordings were a bit on the old side (some were recorded in 2021 during the pandemic) and only partially relevant to the reality in Frankfurt. This was done via links to video files. The second last activity of the day was to offer the EEC a tour around the teaching premises, which appeared to be well suited for the current purpose of the medical programme and are likely to suffice also for the relatively modest initial number of students planned for the B.Sc./M.Sc. programmes to be started. The visit included lecture halls, group rooms, laboratories, simulation rooms etc. After the visit around the premises, the EEC withdrew for a short internal discussion to summarize and make a list of clarifications needed from the interim programme coordinator, leadership group and others, who joined the committee for the last meeting of the day. Some outstanding questions were sorted out and the committee thanked the University, School, Department and interim course (co-) leaderships for their time and for a very interesting and informative evaluation visit. Finally, the committee would like to make some notes regarding the difficulty to evaluate a Department that does not yet exist, and also the challenge of evaluating two to-be programmes, although both the B.Sc and M.Sc have twin programmes in Nicosia, which of course helps a lot and adds to the credibility of the proposed programme(s). With this in mind, our evaluation will partially need to rely on the track record of and statements related to the current biomedical B.Sc. and Cancer Biology M.Sc. programmes and the School's ability to establish the medical program in Frankfurt. When it comes to the research track record, it will mainly rely on papers published by teachers at the existing Department at the Nicosia campus. To some degree it will also lean on conclusions drawn from certain experience in Frankfurt, e.g. regarding the preclinical teacher staff and laboratory team who currently work with the medical program but who will also teach/support the future biomedical and cancer biology students. Despite these caveats, the EEC feels that it has been able to make a fair and relevant evaluation resulting in reasonable recommendations.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|---|-----------------------|--|
| Prof. Martin L Olsson, M.D., Ph.D. | Chair of EEC | Lund University, Sweden |
| Prof. Geert van den Bogaart, Ph.D. | Member of EEC | University of Groningen, The Netherlands |
| Prof. Wladimiro Jimenez Pavedano, Ph.D. | Member of EEC | University of Barcelona, Spain |
| Prof. Galina Selivanova, Ph.D. | Member of EEC | Karolinska Institute, Sweden |
| Mr. Pavlos Petrou | Student member of EEC | University of Cyprus, Cyprus |

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

| | |
|---------|---------------------|
| 1 or 2: | Non-compliant |
| 3: | Partially compliant |
| 4 or 5: | Compliant |

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|--|--|-------|
| 1. Department's academic profile and orientation | | |
| 1.1 Mission and strategic planning (including SWOT analysis) | | 1 - 5 |
| 1.1.1 | The Department has formally adopted a mission statement, which is available to the public and easily accessible. | 4 |
| 1.1.2 | The Department has developed its strategic planning aiming at fulfilling its mission. | 4 |
| 1.1.3 | The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. | 5 |
| 1.1.4 | The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. | 5 |
| 1.1.5 | The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. | 5 |
| 1.1.6 | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 4 |
| 1.1.7 | The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. | N/A |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

Click to enter text.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The programmes are coherent and compatible

Provide suggestions for changes in case of incompatibility.

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

| | | |
|-------|---|---|
| 1.2.1 | The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. | 4 |
| 1.2.2 | The Department provides sufficient information to the public about its activities and offered programmes of study. | 4 |
| 1.2.3 | The Department ensures that its operation and activities have a positive impact on society. | 4 |
| 1.2.4 | The Department has an effective communication mechanism with its graduates. | 4 |

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

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

| | | |
|-------|--|---|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. | 4 |
| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. | 3 |
| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. | 4 |

| | | |
|-------|--|---|
| 1.3.4 | The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent. | 4 |
|-------|--|---|

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

An academic development plan seems to be lacking and needs to be created. The EEC further recommends continuing and strengthening efforts to attract high-quality researchers to the teaching staff to meet the School's ambitious mission statement.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country
- The Department aims to start with two programmes: The B.Sc. in Biomedical Sciences programme and the M.Sc. in Cancer Biology programme. According to our discussions with the Dean of the School, the ambition is to recruit 20 students for the B.Sc. and 10 students for the M.Sc. programme. The nationality of the students is very speculative, but based on the students currently enlisted in Frankfurt, 60% is expected to be of German nationality, with the remainder coming from many different countries all over the world. According to the documentation, only a single Cypriot student is currently enrolled at the Frankfurt branch, out of 249 students total.

Findings

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

The Department has formally adopted a mission statement and has developed its strategic planning, including short, medium-term and long-term goals and objectives. The EEC noted that the academics are actively involved in planning and implementation of the Departments programmes in accordance with European and international practice. Although high ambition of the university is appreciated, the mission statement to become the leading international university appears to be too ambitious. The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is not yet in place since the Department is not fully operational yet. The involvement of stakeholders such as academics, students, graduates and other professional and scientific associations in the development of the Department's development strategy is yet to be seen due to only recent start of the Department. Likewise, the development processes are not in place yet. The Department is actively working on the recruitment of teaching staff who possess the formal and substantive skills to teach and carry out high quality research as well as on effective strategy of attracting high-level local and international students.

Strengths

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

The Department's development is strongly supported by an already operational Department in Nicosia, from which the programmes under evaluation will be transferred to Frankfurt. The teachers from the Nicosia Department are helping to establish the good practices and act in

interim leadership roles, a concept tested when the Department of Medicine was started in Frankfurt. The innovative solutions in teaching and students' welfare will be transferred from the Nicosia Department as well. In summary, it appears the process of transfer practices and knowledge from the Nicosia Department is working very well and the transition period before the recruitment of teaching staff for the Frankfurt department is adequate and efficient. Based on the Nicosia Department information, as well as experience of the School of Medicine in Frankfurt, the EEC noted effective mechanisms to assess the needs and demands of society and those mechanisms are also used for the new Department.

Areas of improvement and recommendations

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

Although the School of Medicine has already developed a local network, it has not been developed for the Department yet. This is very crucial for the student's practical experience in modern up-to-date methodologies and placements as well as for academics' collaborations and therefore should be one of the priorities. The academic development plan does not appear to be in place and needs to be developed. The Nicosia Department website provides sufficient information to the public about its activities and programmes of study, which needs to be duplicated on the Frankfurt website.

The EEC recommends to continue and increase taking adequate measures for attracting strong researchers for teaching staff. Courses for professional development are in place in Nicosia and need to be transferred and applied in practice at the Department in Frankfurt.

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|------------------------------------|--|
| 1.1 Mission and strategic planning | Compliant |
| 1.2 Connecting with society | Compliant |
| 1.3 Development processes | Partially Compliant |

2. Quality Assurance (ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|--|---|--------------|
| 2. Quality Assurance | | |
| 2.1 System and quality assurance strategy | | 1 - 5 |
| 2.1.1 | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. | 5 |
| 2.1.2 | Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. | 5 |
| 2.1.3 | The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. | 4 |
| 2.1.4 | The quality assurance system adequately covers all the functions and sectors of the Department's activities: | |
| 2.1.4.1 | Teaching and learning | 5 |
| 2.1.4.2 | Research | 4 |
| 2.1.4.3 | The connection with society | 4 |
| 2.1.4.4 | Management and support services | 5 |
| 2.1.5 | The quality assurance system promotes a culture of quality. | 5 |
| 2.1.6 | Students' evaluation and feedback | 5 |

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

2. Quality Assurance

| 2.2 Quality assurance for the programmes of study | | 1 - 5 |
|---|---|-------|
| 2.2.1 | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff. | 5 |
| 2.2.2 | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. | 5 |
| 2.2.3 | The quality control system refers to specific indicators and is effective, which have been presented and discussed. | 5 |
| 2.2.4 | The results from student assessments are used to improve the programmes of study. | 5 |
| 2.2.5 | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. | 4 |
| 2.2.6 | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | 5 |
| 2.2.7 | The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 5 |
| 2.2.8 | Names and position of the teaching staff of each programme are published and easily accessible. | 4 |
| 2.2.9 | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. | 5 |
| 2.2.10 | The Department flexibly uses a variety of teaching methods. | 5 |
| 2.2.11 | The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. | 5 |
| 2.2.12 | The Department analyses and publishes graduate employment information. | 5 |

| | | |
|--|--|-----|
| 2.2.13 | The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly: | |
| 2.2.12.1 | Building facilities | 5 |
| 2.2.12.2 | Library | 5 |
| 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons | 5 |
| 2.2.12.4 | Technological infrastructure | 5 |
| 2.2.12.5 | Academic support | 5 |
| 2.2.14 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties. | 4 |
| 2.2.15 | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. | 5 |
| 2.2.16 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. | 5 |
| 2.2.17 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. | N/A |
| 2.2.18 | The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards. | N/A |
| 2.2.19 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. | N/A |
| 2.2.20 | There is a clear policy on authorship and intellectual property. | 5 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |
| - | | |

Findings

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

The EEC noted that the Department facilitates excellent learning resources, including rooms for theoretical, practical and laboratory lessons, technological infrastructure and academics support. Some of the quality assessment criteria (2.2.17-2.2.20) cannot be assessed since the Department is not fully operational yet. Likewise, the quality of the Department's research and the connection with society are too early to assess. Based on the previous achievements at the School of

Medicine in Frankfurt and the Department in Nicosia, the quality of the Department's research and the connection with society is expected to be adequate. The students' welfare service is very good, but the EEC noted that face-to-face discussion are preferable to the on-line meetings, even if this is how it is organized also for students in Nicosia. Difficult situations are often best handled in face-to-face meetings so with time, it could be an ambition to have an on-site counsellor at each campus.

Strengths

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

The Department is aware of societal needs and the teaching staff is actively engaged into communication with society and implementation of the programmes of study. The Department has a clear and consistent policy on the admission criteria for students, procedures for evaluating students' performance, students' mentoring and welfare service, as well as needs of a diverse student population.

Areas of improvement and recommendations

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

Although the Department policy for guarding against intolerance of any kind or discrimination against students or staff is in place, the sexual orientation is not mentioned. The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are in place, however, with the advancement of AI novel measures need to be developed to incorporate AI in education for the benefit of students. The names and position of the teaching staff could be found on Nicosia Department website, but it is not clear in which programmes they are teaching. Therefore, the EEC suggests to indicate the programmes in which each particular teacher is involved. The EEC also noted that there is a room for improvement of support for research to increase its quality and competitiveness.

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---|--|
| 2.1 System and quality assurance strategy | Compliant |
| 2.2 Quality assurance for the programmes of study | Compliant |

3. Administration (ESG 1.1, 1.3, 1.6)

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

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

| Quality indicators/criteria | | |
|-----------------------------|--|-------|
| 3. Administration | | 1 - 5 |
| 3.1 | The administrative structure is in line with the legislation and the Department's mission. | 5 |
| 3.2 | The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department. | 5 |
| 3.3 | The administrative staff adequately supports the operation of the Department. | 5 |
| 3.4 | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions. | 5 |
| 3.5 | The Department applies effective procedures to ensure transparency in the decision-making process. | 5 |
| 3.6 | Statutory sessions of the Department are held and minutes are kept. | 5 |
| 3.7 | The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. | 5 |
| 3.8 | The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. | 5 |
| 3.9 | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. | 5 |
| 3.10 | The Department has appropriate procedures for dealing with students' complaints. | 5 |

3.11 Internationalization of the Department and external collaborations. 4

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

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Findings

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

The teaching and administrative staff and the students participate, at a satisfactory degree, in the management of the Department. However, the EEC noted that the current conditions to carry out research are not highly favorable. As a result, the majority of research is performed via collaborations. The local networks are mainly based on individual researchers' collaborators.

Strengths

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

The efficient administrative structure and the good practices will be transferred from the Nicosia department. Based on experience from the School of Medicine in Frankfurt, the local networks could be efficiently established.

Areas of improvement and recommendations

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

Although the committee appreciate the difficulty of establishing the conditions for research and local network, Department being in its early days, the EEC recommends the Department to prioritize the effort to strengthen the support for researchers, as well as to actively work on the development a local network. The increasing competitiveness of research should be also one of the priorities of the Department.

Please select what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------|--|
| 3. Administration | Compliant |

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|--------------------------------------|--|-------|
| 4. Learning and Teaching | | |
| 4.1 Planning the programmes of study | | 1 - 5 |
| 4.1.1 | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study. | 5 |
| 4.1.2 | Students and other stakeholders, including employers, are actively involved on the programmes' review and development. | 5 |
| 4.1.3 | Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 5 |
| 4.1.4 | The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. | 5 |
| 4.1.5 | The Department ensures that its programmes of study integrate effectively theory and practice. | 4 |

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

Although it is a newly formed Department and therefore not all elements can be assessed, the EEC is highly positive about the planning of the Department and programmes of study at the Frankfurt Branch. The new Department will be directly modelled on the one at the Nicosia main campus, ensuring the transfer of best practices in programmes design, approval, and review. Students, alumni, faculty, and external stakeholders are actively involved in evaluation and advisory processes, while qualifications are aligned with both national and European

frameworks. The department also complies with relevant legislation and places strong emphasis on practical instruction through weekly laboratory sessions.

The primary concern raised by the EEC relates to integrating theory and practice, specifically regarding laboratory infrastructure. Two issues were identified (item 4.1.5):

-Dual use of laboratories: Current facilities are shared between teaching and research, creating scheduling constraints and limiting access to high-end equipment. The EEC recommends allocating designated research labs for faculty, Ph.D. students, and postdocs, while ensuring interim measures to preserve research time and access. The student representative of the EEC agrees that the premises can't support competitive lab work and big experiments because of limited space and lack of equipment regarding newer techniques and analyses.

-Lack of specialized facilities: Resource-intensive infrastructure (eg FACS, mass spectrometry, genome sequencing, animal facilities) is not available on campus and must be accessed externally. While this is already established in Nicosia, partnerships still need to be developed in Frankfurt. The EEC considers this a priority but is confident that EUC can achieve it, given past successes.

4. Learning and Teaching

| 4.2 Organisation of teaching | | 1 - 5 |
|------------------------------|--|-------|
| 4.2.1 | The Department establishes student admission criteria for each programme, which are adhered to consistently. | 5 |
| 4.2.2 | Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. | 5 |
| 4.2.3 | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. | 5 |
| 4.2.4 | The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. | 5 |
| 4.2.5 | Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. | 5 |
| 4.2.6 | The teaching staff of the Department provides timely and effective feedback to their students. | 5 |
| 4.2.7 | The criteria and the method of assessment as well as the criteria for marking are published in advance. | 5 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. | 5 |

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

Section 4.2 highlights the Organisation of Teaching as a clear strength of the Department, modelled 1:1 on the proven system at the Nicosia campus, thereby embedding best practices from the outset. Admission criteria are well defined, requiring secondary education and English proficiency for the B.Sc., and a suitable B.Sc. for the M.Sc. Policies for credit transfer and recognition of prior studies align with European standards, allowing up to 120 ECTS to be recognized. Teaching facilities, including lecture halls, library, and laboratories, are well suited for instruction and will be further expanded with a new building in 2028.

The teaching approach is strongly student-centred, with small group instruction and specialized labs considered key strengths. Assessment methods (exams, projects, participation) are clearly communicated via Blackboard, with oversight mechanisms to ensure consistency and timely feedback. Open-door (or open-phone) policies of faculty and management further support a positive and effective teaching environment.

Findings

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

The planning process for the programmes of study is very good. Teachers are actively involved on the programmes' review and development. The programmes of study are of high quality and meet the professional qualifications requirements. However, it is too early to assess whether the Department ensures that its programmes of study integrate effectively theory and practice. Nevertheless, the EEC is very positive about most aspects of the Planning of the Programmes of Study. The new Department of the Frankfurt Branch will be modelled directly to the corresponding Department at the Nicosia main campus. This ensures that all best practices are copied in terms of systems for designing, approving and reviewing the study programmes. Moreover, students and external stakeholders from the private sector are involved in the programmes and also engage in the periodic review and advisory boards. The qualifications awarded, such as the B.Sc. degree in Biomedical Sciences, are specified to refer to the respective level of the National Qualifications Framework (NQF) for higher education and the European Qualifications Framework (EQF). Both the management, teachers and support staff also seem to be aware of the existing legislation and the department seems to comply with all legislative requirements.

The planning and revision process involves extensive input from key stakeholders, including students (through Course Evaluation Questionnaires and representation on the Programme Committee), alumni (via questionnaires and the Advisory Board), and faculty members. A strength of the Department is the strong emphasis on practical instruction, with most courses requiring weekly practical sessions in state-of-the-art laboratories.

The main concern of the EEC concerns item 4.1.5: "Department ensures that its programmes of study integrates effectively theory and practice". Whereas both the curricula and courses are well designed, a concern is the lab infrastructure. The EEC identified 2 concerns here:

1-First, the same laboratories are used both for student education and for staff scientific research. While the existing equipment is sufficient for most B.Sc. and M.Sc. teaching purposes, access to high-end devices is limited, and research activities must be scheduled around teaching, creating planning constraints. The Dean of the School of Medicine has proposed expanding laboratory capacity with the new building. As this building will feature significantly larger laboratories, this can be expected to alleviate part of this issue. The EEC strongly recommends allocating designated laboratories specifically for faculty research, as well as for Ph.D. students and postdoctoral researchers. However, since this solution may take several years to implement, the EEC advises ensuring in the interim that staff retain adequate time and access to laboratory facilities for their

research. Maintaining active faculty engagement in scientific research is essential, as it enriches teaching by bringing cutting-edge developments into the classroom, inspiring students, and fostering a culture of inquiry and innovation.

2-Second, certain resource-intensive facilities, such as those required for FACS, mass spectrometry, (single-cell) sequencing, animal experiments, are not available on campus and must instead be accessed through external organizations. While this arrangement is already well established at the main campus in Nicosia, it has not yet been developed at the Frankfurt Branch. The EEC considers it a priority for EUC to build concrete partnerships in the Frankfurt area to ensure access to these facilities. Based on the successful experiences of the M.D. programme, the committee is confident that this can be achieved.

Section 4.2, the Organisation of Teaching, is a clear strength of the Department, as it will be a 1:1 copy of a teaching organisation that has already been applied for years in the main UEC campus in Cyprus. Thereby, the programme will from the onset already incorporate best practices. Student admission criteria are well established. Student admission criteria require applicants for the B.Sc. programme to have completed a secondary (high) school education or equivalent and provide proof of English language proficiency, and for the M.Sc. programme the completion of a suitable B.Sc. There is a policy for transfer of credits and recognition of prior studies, aligning these procedures with European standards and allowing up to one-half (1/2) of the total ECTS credits (up to 120 ECTS for the 4-year programme) to be recognized for incoming transfer students. The lecture halls, library and teaching facilities are well suited for the teaching purposes (albeit less for research as commented above). These will even be further expanded in 2028 with the completion of a new building.

The organization of teaching clearly emphasizes a student-centred approach. The small groups of students accommodated in teaching rooms, including specialized facilities for practical and laboratory lessons, is deemed a strength. The overall criteria and method of assessment, which typically include examinations, assignments/projects, and class participation, are published in advance and communicated to students through Blackboard. The effectiveness of assessment is monitored through procedures such as the Chairperson reviewing grades to ensure evaluation consistency, and providing timely and effective feedback on student performance. The teachers and management have open door policies, facilitating a good teaching arrangement.

Strengths

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

The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. The teaching staff of the Department in Nicosia has effective communication with their students and provides timely feedback to them, which ensures that students are motivated and engaged in the learning process. These procedures will be directly transferred to the Frankfurt Department. The Department in Frankfurt provides excellent and modern equipment and the diversity of classes for students' practical studies and well as for team and individual studies. The active learning processes, such as practical training, team-based learning, problem-based learning, summer internships (national and international), will be transferred from Nicosia Department and also from the School of Medicine in Frankfurt. Lectures of honorary professors, Nobel laureates will be also organized by the Department, similar to previous practice in Nicosia.

The current Department's staff is very actively engaged in the teaching process. The new building across the street with more facilities and rooms for practical courses etc will be in operation in 2028. Other strengths are:

- Department procedures modelled 1:1 on the Department of the Nicosia campus, ensuring adoption of established best practices.
- Strong involvement of students, alumni, faculty, and external stakeholders in programme evaluation and advisory processes.
- Compliance with relevant legislation, with management, faculty, and staff well informed.
- Strong emphasis on practical instruction with weekly laboratory sessions.
- Adequate teaching infrastructure (lecture halls, library, laboratories), with further expansion planned for 2028.
- Student-centred teaching with small groups and specialized facilities for practical training.
- Open-door policy of faculty and management, supporting a positive teaching environment.

Areas of improvement and recommendations

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

The students appreciate very much the extensive practical studies provided at Nicosia Department, which will be transferred to Frankfurt Department. There is a room for improvement, however, via engaging local network (to be developed) to give students the opportunity to learn up-to-date methodologies, such as mass spectrometry, single-cell sequencing, metabolomics etc. Recommendation: establish partnerships with external organizations in Frankfurt area, as successfully done in Nicosia.

Another concern is the dual use of laboratories: Shared facilities for teaching and research could create scheduling conflicts and limit access to high-end equipment. Recommendation: allocate designated research laboratories for faculty, Ph.D. students, and postdocs; ensure interim access for staff research.

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

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|--------------------------------------|--|
| 4.1 Planning the programmes of study | Compliant |
| 4.2 Organisation of teaching | Compliant |

5. Teaching Staff (ESG 1.5)

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|-----------------------------|---|-------|
| 5. Teaching Staff | | 1 - 5 |
| 5.1 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 4 |
| 5.2 | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 5 |
| 5.3 | The visiting Professors' subject areas adequately support the Department's programmes of study. | 5 |
| 5.4 | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. | 5 |
| 5.5 | The ratio of special teaching staff to the total number of teaching staff is satisfactory. | 5 |
| 5.6 | The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 3 |
| 5.7 | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. | 5 |
| 5.8 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | 5 |

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

The concern regarding item 5.6 is further elaborated upon below.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

The number of teaching staff - full-time and exclusive work – was not very clearly presented. How many teachers will be newly recruited and how many will be combining teaching in School of Medicine with the Department programmes, is not clear. The numbers sent to the EEC by the Vice Rector concerned the Department of Medicine but numbers for the new Department were not available to the committee.

Findings

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

The subject areas of the staff which is currently in place sufficiently support the programmes of study and include Cancer Biology, Immunology, Cell and Molecular Biology, Neuroscience and System Biology. The number of teaching staff - full-time and exclusive work – is not very clear at the moment. How many teachers will be newly recruited and how many will be combining teaching in School of Medicine with the Department programmes. The teaching staff currently at the Department has the relevant and, in some cases, excellent qualifications for teaching the individual subjects. Based on distribution of the visiting Professors' subject areas and the special teaching staff in the Department in Nicosia, the similar distribution will be transferred to the Department in Frankfurt. The ratio of special teaching staff to the total number of teaching staff has not been determined yet due to the early days of the Department development and continued recruitment process. The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff is yet to be seen.

Strengths

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

The current teaching staff at the Department is very enthusiastic and actively engaged into the development of the programmes. The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are quite good.

Areas of improvement and recommendations

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

The EEC recommends to more clearly identify the teaching staff for the B.Sc. and M.Sc. programmes, and also the number of full-time and exclusive work teaching staff working at the Department.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---|--|
| Teaching staff number, adequacy and suitability | Partially Compliant |
| Teaching staff recruitment and development | Compliant |
| Synergies of teaching and research | Compliant |

6. Research (ESG 1.1, 1.3, 1.5, 1.6)

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|-----------------------------|---|-------|
| 6. Research | | 1 - 5 |
| 6.1 | The Department has a research policy formulated in line with its mission. | 5 |
| 6.2 | The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes. | 5 |
| 6.3 | The Department provides adequate facilities and equipment to cover the staff and students' research activities. | 3 |
| 6.4 | The Department has the appropriate mechanisms for the development of students' research skills. | 4 |
| 6.5 | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 4 |
| 6.6 | The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. | 4 |
| 6.7 | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. | 5 |
| 6.8 | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. | 5 |
| 6.9 | The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. | 5 |

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

The research activity of the teaching staff is adequate, though difficult to fully assess as the Department is still developing and recruiting. Current facilities and equipment are insufficient to support advanced research, and only a few staff are eligible to apply for major grants in Germany (e.g., DFG). As a result, research relies heavily on external collaborations. Access to modern methodologies and equipment, such as mass spectrometry, is limited, constraining both staff research and student training.

Laboratories are shared between teaching and research, creating scheduling challenges. While suitable for B.Sc. and M.Sc. education, high-end devices are lacking. The Dean's proposal for larger laboratories in the new building should help, but the EEC recommends designating dedicated research space for faculty, Ph.D. students, and postdocs, and ensuring interim access to facilities and time for research. Active staff engagement in research is vital, as it enriches teaching and fosters a culture of innovation.

Resource-intensive facilities such as FACS, mass spectrometry, sequencing, and animal research are currently unavailable on campus and must be accessed externally. While such arrangements exist at the main Nicosia campus, they are not yet established in Frankfurt. The EEC considers it a priority for EUC to build local partnerships to ensure access to these resources, and is confident this can be achieved based on the successful experience of the Medicine B.Sc. programme.

Findings

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

Based on the presentation of current teaching staff, the research activity appears to be adequate. However, since the Department is still in its early stage, and is actively recruiting, it is difficult to judge as to what extent the teaching staff research activity are published in international journals and presented at international and national meetings. The EEC believes that the current facilities and equipment are not entirely adequate to perform research and thus require more attention of the Department. It is worrisome that only very few of the staff are eligible to apply for grants in Germany (e.g. most importantly through DFG, the main research funding organisation in Germany). The current arrangement forces the researchers to perform their studies mainly outside of the Department facilities, via external collaborations. To develop students' research skills the knowledge of modern research approaches and methodologies is essential. The Department does not have access to some expensive equipment such as, for example, mass spectrometry.

Laboratory facilities are currently shared between teaching and research, potentially creating scheduling constraints. While existing resources are adequate for undergraduate and master's teaching, access to advanced instruments is lacking. The Dean's plans for larger laboratories in the new building will help address these issues. Nevertheless, the EEC recommends establishing dedicated research laboratories for faculty, doctoral candidates, and postdoctoral researchers, and ensuring in the meantime that staff retain sufficient access and time for research. Sustained faculty research activity is essential to keep teaching connected to current scientific developments, inspire students, and promote a strong research culture.

Specialized, resource-intensive facilities such as FACS, mass spectrometry, single-cell sequencing, and animal research are not available on campus and must be accessed externally. While this system works well at the Nicosia campus, it has not yet been established in Frankfurt. The EEC considers it a priority for EUC to develop formal partnerships with local institutions to secure access to such resources, and is confident that this goal is achievable, building on the successful experience of the M.D. programme.

Strengths

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

The Department provides excellent facilities and equipment to cover the students' research activities and will implement modern approaches, developed by the School of Medicine in Frankfurt, such as SECTRA imaging software package. The policy of internal funding of the research activities of the teaching staff, using a points system and reduction of teacher hours, is satisfactory even if teaching has priority.

Areas of improvement and recommendations

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

In order to increase the quality and competitiveness of research, the EEC recommends the Department to provide more support to researchers, such as support for equipment purchase, Ph.D. and postdoc scholarships and running costs. It is highly recommended to also arrange dedicated research laboratories in the new building, for faculty and their Ph.D. students and postdocs can conduct research without interfering with teaching.

The development of local network will give the opportunity for students to acquire knowledge about state-of-the-art approaches, which will increase their employability. The EEC recommends the Department to take measures to increase the eligibility of the staff for grant applications in Germany.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------------------------|--|
| Research mechanisms and regulations | Compliant |
| External and internal funding | Compliant |
| Motives for research | Compliant |
| Publications | Compliant |

7. Resources (ESG 1.6)

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|-----------------------------|--|-------|
| 7. Resources | | 1 - 5 |
| 7.1 | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies. | 5 |
| 7.2 | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise. | 5 |
| 7.3 | The Department's profits and donations are used for its development and for the benefit of the university community. | 5 |
| 7.4 | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. | 5 |
| 7.5 | The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | 5 |
| 7.6 | The Department's external audit and the transparent management of its finances are ensured. | 5 |
| 7.7 | The fitness-for-purpose of support facilities and services is periodically reviewed. | 5 |

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

According to discussions with the Dean of the School of Medicine, the EEC found that EUC and the new Department have sufficient financial resources, managed jointly at institutional and departmental levels, to cover essential operations such as laboratories, public events, and bioethics approvals. Processes for financial management and external audits seem to comply with Cypriot and EU regulations, raising no concerns.

The Department relies primarily on tuition fees and grants, supported by a regularly updated ten-year business plan. Progress is ahead of schedule, with the new building expected in 2028. While funding for research remains a challenge, the EEC acknowledges this is a broader issue. Key risks include geopolitical barriers for international students and increased competition from German universities offering English-language programmes. These risks lie outside direct control but highlight the need to strengthen EUC's academic profile.

Facilities are well maintained, compliant with legislation, and supported by a designated laboratory safety officer, which the EEC views as a strength.

Findings

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

Although the EEC does not include financial experts, in discussions with the Dean of the School of Medicine, it found that EUC and the newly planned Department have sufficient financial resources to support their operations. These resources are managed jointly by institutional and departmental bodies and cover essential needs such as maintaining specialized research laboratories and centres, organizing public events and seminars, and paying fees for bioethics applications. The processes in place for managing finances efficiently and responsibly, with the aim of advancing both academic and research activities, did not raise any concerns. At the same time, the documentation acknowledges the need for additional research funding to fully support faculty activities, a point already raised in other sections. The EEC recognizes that securing external research funding is challenging in the current climate. Financial management is further reinforced by external audits conducted through EUC in line with Cypriot and EU regulations.

The Department does not rely on donations, except for occasional contributions of equipment. Its income derives mainly from tuition fees and grants. A ten-year business plan is in place and regularly updated. According to the Dean of the School of Medicine, the School is currently two years ahead of its original planning, which allowed construction of the new building (due for completion in 2028) to begin earlier than expected. The budget therefore appears well aligned with the Department's mission and strategic objectives.

The Department is also aware of potential risks. These include geopolitical developments that might limit the ability of international students to study in Germany, and competition from German universities expanding their English-language B.Sc. and M.Sc. offerings. While such risks lie largely outside the Department's control, they underline the importance of strengthening EUC's own academic reputation and institutional resilience.

Finally, support facilities and services are regularly reviewed for fitness for purpose. All teaching facilities and laboratories comply with legislation, and equipment is kept in good condition. A notable strength is the appointment of a dedicated staff member responsible for laboratory safety at the Frankfurt Branch.

Strengths

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

- Sufficient financial resources seem in place.
- Coverage of key operational needs (labs, public events, seminars, bioethics approvals).
- Ten-year business plan regularly updated; department is two years ahead of schedule.
- Early start on construction of the new building (completion planned for 2028).
- Facilities compliant with legislation and equipment well maintained.
- Appointment of a dedicated laboratory safety officer at the Frankfurt Branch.

Areas of improvement and recommendations

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

-Limited research funding; faculty not eligible for some national (DFG) sources. Whereas this is mitigated by the eligibility for Cyprian funding schemes, EEC strongly suggests to identify manners for faculty to apply for DFG grants.

Please ✓ what is appropriate for the following assessment area:

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

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The EEC notes the inherent challenge of assessing a Department that does not yet exist, and evaluating two new programmes (B.Sc. in Biomedical Sciences and M.Sc. in Cancer Biology) that are also not yet established at the Frankfurt Branch. However, the close alignment with the established B.Sc. and M.Sc. programmes at the Nicosia main campus, as well as the successful establishment of the Medical School in Frankfurt, provide credibility and a solid foundation. Much of the assessment relies on the Nicosia main campus' track record, the experience of the School of Medicine in Frankfurt, and the available teaching and laboratory teams already in place. Despite these challenges of early stage evaluation, the EEC finds that the proposed Department builds on strong foundations from the Nicosia main campus and Frankfurt's School of Medicine. It is the opinion of the EEC that the Department has high potential for success, especially when the recommendations below are prioritized.

Strengths

Strong foundation from Nicosia: teaching practices, administrative structures, student support systems, and innovative educational methods are already tested and effective. Their transfer to Frankfurt appears efficient and well-organized. Effective teacher-student communication and feedback practices will also be implemented in Frankfurt. Experienced and enthusiastic teaching staff, high-quality CVs, enthusiastic teachers. Another strength is the student-centred approach and small group sizes. Diversity needs are acknowledged and supported. The teaching laboratories and other facilities are excellent: modern equipment, state of the art digital tools (SECTRA), plans for expansion, including a new building with additional teaching and research space.

Recommendations

Develop local academic and company networks in the Frankfurt area. These should be complemented with signed MoU or contract documents. This is needed for student placements, research collaborations, and exposure to resource intensive but essential methodologies in biomedical sciences and cancer biology, as well as for animal experiments.

Clearly identify which staff will teach in the B.Sc. and which in the M.Sc. programme and to which department they will belong; update the website accordingly.

Strengthen research competitiveness by: (i) seriously consider to provide dedicated research laboratories that are not shared with teaching in the new building, (ii) increasing support for equipment, Ph.D./postdoc scholarships, and running costs, (iii) explore strategies to enable faculty eligibility for German (DFG) funding, while also leveraging Cypriot schemes.

In addition, the EEC recommends developing an academic development plan, articulating a long-term strategy for faculty training and recruitment, research priorities for the Frankfurt Branch, and programme growth.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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E. Signatures of the EEC

| Name | Signature |
|----------------------------------|-----------|
| Prof. Martin L Olsson | |
| Prof. Geert van den Bogaart | |
| Prof. Wladimiro Jimenez Pavedano | |
| Prof. Galina Selivanova | |
| Mr. Pavlos Petrou | |

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