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Date: February 8, 2020

External Evaluation Report (Departmental)

- **Higher Education Institution: European University of Cyprus**
- **Town: Nicosia**
- **School/Faculty: Medical School**
- **Department: Medicine**
- **Programme(s) of study under evaluation Name School of Medicine (6 years, 360 ECTS, one cycle)**
- **Department's Status: Currently Operating**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

The assignment of evaluating the Department of Medicine, School of Medicine, European University of Cyprus was given to the undersigned evaluation committee members by Alexia Pilakouri, Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.). Committee members were provided with documentation of the self-assessment carried out by the members of the internal evaluation committee, of additional materials including publication lists etc. of the Department in a timely fashion. Furthermore, a site visit was conducted on the February, 6th 2020 on the premises of the Department of Medicine. Formal meetings were held with senior leadership of the University, the Medical School, the Department of Medicine and the PhD program for Public Health. Amongst others, meetings were also held with teaching staff, students, administrative staff, and offices, premises, labs, the library, the cantine and other infrastructures were visited. All documents mentioned in this evaluation report were presented in ordered form in the main room where the site visit meetings took place. Random, but not comprehensive controls, of these forms of documentation were performed. Then additional documentation was provided to the evaluators, i.e., all the presentations, teaching manuals, etc. as asked for.   The European University of Cyprus was founded in 2007. The Medical School of the university consists of the Department of Medicine and the program of Dental Surgery. A first small cohort of students enrolled 2013 into the Department of Medicine to study Medicine. These students have successfully graduated in 2019.   The University strives to make its program to accord to the highest international standards of best clinical practice and to make it well known, also in bibliometric and scientometric variables. Structures and processes seem fully implemented concerning the students studying medicine at a high professional and personal level. Overall, we were impressed with the leadership towards highest trustable quality and activity, and the formation of Medical Doctors that societies need, wherever they may be located geographically. Thus, emphasis is put on entrustable professionality and personality, by identifying the correct applicants and then formation during the entire well-structured curriculum. There seems to be a common spirit of vision, purpose, plan and enterprise at all levels.   The research of the program still needs to be fully implemented with a better distinguishable and visible orientation and focused research profile, for example a specific innovation hub. The same is true for the community and societal outreach.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof. Roza Adany	Head of the Public Health Research Institute	University of Debrecen, Hungary
Prof. Alex Burdorf	Head Department of Public Health	Erasmus University of Rotterdam, The Netherlands
Prof. Edouard Battegay	Head Department of Internal Medicine	University of Zurich, University Hospital Zurich, Switzerland
Eleni Xenophontos	Medical Student	University of Cyprus, Cyprus

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C. Guidelines on content and structure of the report

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

1. Department's academic profile and orientation

Sub-areas

    1.1   Mission and strategic planning
    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	**1 - 5**
1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
The Department of Medicine has defined a clear mission in general terms. This seems to be accepted and carried by all persons involved, i.e., students, staff, and stakeholders. We feel	

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that the clear and very strong entrepreneurial spirit of fundamental common human values, internationality mainly in the student body, and the great strength of transcultural aspects might be used to define a more distinctive, specific and unique mission and vision of the Department. Actually, we got the impression that this is already applied in reality in many everyday aspects of work.

Additionally, provide information on the following:

1. Coherence and compatibility among programes of study offered by the Department.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The teaching programs look admiringly coherent, as judged from the documents provided, but we were of course not able to fully assess whether everything carries through in daily life. Due to time constraints, we did not have an opportunity to make unannounced visits of courses, etc. We were offered this, but there was not sufficient time left.

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.	3
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.	5

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

The Department of Medicine built a very interesting core curriculum. The needs of the local community (or communities) were not entirely clear to us, and would need to be more systematically assessed. Very strong orientation towards clinical skills. The Canadian model of Medical Schools (CANMEDS) would allow for additional aspects that are implemented almost nowhere. The setting of the Department of Medicine may allow to assume international leadership in the full implementation of the CANMEDS vision. The PhD program in Public Health may allow to address such issues, eg health advocacy, health literacy, unmet needs of populations and subpopulations, etc.

1. Department's academic profile and orientation

1.3 Development processes	1 - 5

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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.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
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.

This has been extremely difficult to assess. We did not follow any teaching units, did not systematically interview students about the quality of teaching. However, our impression was positive, although it is challenging to ensure that the best staff are available in this quickly growing program.

Additionally, write:
- Number of Cypriot and international students
- Countries of origin of international students and number from each country

2013 – 2019: Scope international, in comparison for example to the University of Cyprus. 34 Students from Cyprus, 57 from Greece, 36 from other European countries, 2 from Asia, 9 from the Middle East, 2 from Africa. We do not know, what is expected in the future, but the programs are extending, getting better known and more students apply from everywhere so that the acceptance rate has substantially dropped to about one third, and entry into the program has been made much more stringent.

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

The European University was founded in 2007 and the School of Medicine began operation in 2013. A first cycle of students has graduated in 2019. The School has left an excellent impression with a very modern outlook concerning teaching and teaching improvement, student involvement and a very broad array of methods. Structures, organization and application seem to be working. Processes are set up, and the Department is enlarging. The Department strives to achieve perfection and best national and international academic standards. Since the Department is still small, teaching is very personalized. Target students are not only Cypriot, but also international students. Acceptance of students is based on academic performance, positive personality traits, and motivation necessary for medical doctors. Admission of students has become more stringent over time, as demand has substantially grown. The program struggles somewhat with quick

expansion and keeping up adequate staffing. Employability of students and improving interactions with industry were also mentioned. Employability seems very good. However, interactions with industry would better develop with bigger programs and more focused research. The latter is a prerequisite for visibility to local and international companies that are competitively active in advancing medicine, such as pharmaceutical, medtech and digital technology companies.

Competitive international research is a clearly stated focus area by the leadership of the University, Medical School and the Department, but is still mostly in its infancy. External funding is on the increase, and the Department has managed to generate an academic and research-oriented spirit. Clear focuses of research, rooted in the University, are not very clearly recognizable. This needs to be addressed. Specific internationally competitive research areas where the Department can innovate and make an impact to the general scientific community should be identified and defined.

Connections to society begin to be better prioritized now, and the PhD program in Public Health may offer additional opportunities.

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

- Teaching excellence
- Excellent feedback culture
- Small Department with personalized teaching and also bottom up approaches
- International and transcultural staff and especially students
- Motivation, dedication and ambition of the leaders and staff

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

- Ensure recruitment, focused content and means for internationally competitive research to enhance visibility
- Improve structured community involvement

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

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

2. Quality Assurance

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 committee and the internal quality assurance system work systematically and effectively.	5
2.1.2	Quality assurance policies are being developed with the active engagement of interested parties.	5
2.1.3	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
	2.1.3.1 Teaching and learning	5
	2.1.3.2 Research	4
	2.1.3.3 The connection with society	3
	2.1.3.4 Management and support services	5
2.1.4	The quality assurance system promotes a culture of quality.	5

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

All documents we have surveyed and the presentations of staff and students as well as the interviews we have conducted suggest a strong awareness for quality and its assurance oriented towards best academic practice. This is also necessary because getting highly qualified students from Cyprus and elsewhere is competitive. The Quality Assurance Policy and System of the Department of Medicine strives to achieve excellence, by focusing on both student involvement and staff development. The Department combines teaching, research and service to patients and society in a dedicated program, based on EBM. Strongest points are student and staff

orientation in developing modern approaches to learning, teaching and researching medicine. However, so far the societal impact is little developed and requires attention.

We had the impression of great agility of the leadership of the programs and all involved in ensuring quality. Quality development seems a dynamic and continuous process. Internal benchmarks were developed and rigorously pursued and external benchmarks are followed (national, European and international).

We strongly feel that there are too many committees for such a small Department. This complicates issues and necessitates a laborious and stringent coordination. This could be streamlined.

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.	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.	5
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	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	5
2.2.10	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
2.2.11	The Department analyses employability records of graduates in general.	5

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2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:5		
	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
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.14	The Department has the appropriate mechanisms, processes and infrastructure to facilitate students with disabilities.		5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		4
2.2.17	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.		5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		5
2.2.19	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.

The Department is well-equipped. The Institution offers modern and newly-built state-of-the-art facilities. The laboratories are well structured. There is access for disabled persons and also a special center for supporting students in general and students with special needs and learning disabilities.

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

- All formal and also realization of Quality assurance seems to be applied. There is also a clear ambition to set examples by high quality, objectively assessed by stakeholders such as students.

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

- Quality assurance is systematically and credibly applied.
- An example of good application of systematic feedback is an App that allows students to grade a teaching unit almost real time. Teachers get this and are also controlled by this way to make sure that their units are up to required levels.
- Numbers of attendance to teaching units and quality are good.
- In spite of the many different countries that the students come from, staff tells us that there is coherence, a common spirit and even pride in being at the European University, Medical School, Department of Medicine, but that creating it is a challenge with students coming from very diverse cultural backgrounds.

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

- No specific recommendation: Keep it up as student numbers increase.

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

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

3. Administration

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: We do not know the details of the legislation.
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 We do not know the details of the legislation.
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 |

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

The Department continuously monitors quality indicators of each program. Students evaluate instructors via an App and anonymous electronic questionnaire and vice versa students are monitored. Those indicators are used for benchmarking concerning teaching, resources, etc. Class attendance, Class size, average mark, dropout rate, graduate employment
rate is continuously monitored.

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

- Small, efficacious and very friendly administrative staff
- Direct and easy access to staff members
- The administration clearly and adequately understands its task as serving students, teachers and researchers.
- It serves the University and Department very well.
- It seems very flexible, dealing with needs in an orderly and fast manner.

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

- The administration clearly and adequately understands its task as serving students, teachers and researchers.
- It serves the University and the Department very well.
- It seems very flexible, in dealing with daily and long-term needs in an orderly and fast manner.

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

- No recommendations

Please select what is appropriate for the following assessment area:

Sub-area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

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4. Learning and Teaching

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 revising the programmes of study.	5
4.1.2	An effective mechanism for evaluating programmes of study is ensured by the students and the teaching staff of the Department.	5
4.1.3	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 We do not know the details of the legislation.
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5

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

The Department strives for a very high quality of teaching and instruction. The programs in their entirety and also in detail make a very good impression. As mentioned above, the Department continuously monitors quality indicators of each program. Students evaluate instructors via an

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App and anonymous electronic questionnaire and vice versa students are monitored. Those indicators are used for benchmarking concerning teaching, resources, etc. Class attendance, Class size, average mark, dropout rate, graduate employment rate is continuously monitored

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

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

The admission criteria are clearly stated and are based on academic performance and personality traits. Thus, the basic tenet of "can I respect somebody" (professional competence) and "can I trust somebody" (integrity, personal trustworthiness) are fully implemented already at admission.

Findings

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

- The programs are well planned and published in a teaching manual.
- Medicine is taught in a patient-centered way, and the teaching is delivered in a student-centered way.
- The program exudes an atmosphere of professionalism.
- The program uses entrustable professional activities (EPA), MiniCEX and other forms of teaching and assessment. Clear guidance and checklists have been developed to standardize practical transferal of competencies and skills.

- The program uses a very vast array of methods, both traditional and modern, to provide the best quality of education to become a both trustable, dependable and knowledgeable Medical Doctor with broad possibilities of employability.

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

- See above

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

- Keeping the teaching staff at hospitals to the same degree of excellence as within the Medical School, Department of Medicine, itself.
- Maintaining consistency of all of that.

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

Sub-area	*Non-compliant / Partially Compliant / Compliant*
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff

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.	5
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.	5
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	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
5.9	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
5.10	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 strongest and most developed part of the Medical School, Department of Medicine so far is teaching, both in content and in its means used. They use all potential old and new teaching

methods, technological advancements and even distant teaching possibilities. The methods add up to an excellent average course participation in this personalized environment, although participation in lectures is not mandatory in contrast to practices and seminars.

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

- Number of teaching staff working full time 33, of which 23 full time faculty
- Number of special teaching staff 10
- Number of visiting Professors 45
- Number of special scientists on lease services 223

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

- Formally all indicators of quality are met. However, without specific inside knowledge it is virtually impossible to know, whether everything meets up with the standards claimed to be fulfilled. Nevertheless, we had a good impression about the program.
- Outside staff of teaching for clinical units in hospitals: We do not have detailed information on the quality of clinical teaching in the hospitals, which in other settings is very often an area of gross variance.

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

- All nominal parameters are met.
- Educational portfolio and follow-up for each individual student

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

- Teachers in hospitals and primary care need to be closely monitored, and hospitals need to share the responsibility in delivering high quality teaching.
- The European University of Cyprus, Department of Medicine, should try to further evolve and enforce the system of teaching outside its own jurisdiction. It is difficult to think how the Department of Medicine can do that, as they do not have enforceable measures to systematically deal with non-performers. Perhaps contracts with hospitals can be set up that connects financial promotion within the hospital to performance in teaching.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
5. Teaching Staff	Compliant

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6. Research

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.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
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.	4
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.	4

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

We got the impression that the initial endeavors of the Department has been to establish a very strong teaching curriculum and that research comes next. We did not have the impression of a very strong current research record at the Department, although staff have published.

Furthermore, we did not have the feeling of well-designed research focuses that are competitive at an international level. Correspondingly, funding is still weak. However, we also got the impression that the leadership of the University, Medical School and Department are slowly trying to achieve to do this better, after having set up corresponding infrastructures and rules and in an effort to recruit further research skills. Although the leadership spoke about sufficient funds, we are not convinced that this is the case for achieving an international research profile.

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

- Research so far has been based on the experience and network of individual staff members, and not of a structured research strategy that focuses on networkable and innovative research content.
- Development of research seems to become a main focus of the Department after the first phase of setting up the teaching of Medicine.

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

- Some interesting projects
- Willingness to work this area up

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

- Lack of faculty and funds for research
- Recommendation: Create a first "Innovation Hub" that profits from areas that the University is already strong in, perhaps an interdisciplinary one or one that interacts with specific main industries or professional colleges in Cyprus. See evaluation PhD program Public Health.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
6. Research	Compliant

7. Resources

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.	4
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.	4
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.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Funds for excellent teaching in all dimensions, but not for fully competitive international research, seem to be covered.		

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

- Funds for excellent teaching in all dimensions available, but not for fully competitive international research

- First steps are taken.

Strengths

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

- Well set up teaching of Medicine, having gone through one complete cycle.
- Nice research facilities
- International research connections, partially formalized and funded

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

- Teaching structures and staff sufficient for the current numbers of students. The programs are expanding and further staff is being hired.
- Department of Medicine's research focus needs to be better characterized and developed.
- Outreach to society in Cyprus and elsewhere needs to be more systematically addressed, with the specific interests of the University, the Department of Medicine and Cyprus in mind.
- .

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant /* *Partially Compliant / Compliant*
7. Resources	Compliant

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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.

- Teaching of medicine, having gone through one complete cycle, is very well set up. The Department of Medicine needs to make sure that outside contractors (teaching staff at hospitals and in primary care) comply with the set of professional standards of teaching. The expanding student body will require conscious organizational development and vigorous hiring of high-quality staff.
- Facilities are modern and in very good shape.
- There are manifold international connections, partially formalized and funded.
- Department of Medicine's research needs to be developed. Thoughts should go into founding one concrete innovation hub, i.e., a strategic initiative. There is no area yet that makes the Department of Medicine distinguishable and distinguished in a specific sector. This will need a lot of reflection and is important for the reputation of the Department and its visibility nationally and internationally.
- Outreach needs to be more systematically implemented.

E. Signatures of the EEC

Name	Signature
Prof. Roza Adany	
Prof. Alex Burdorf	
Prof. Edouard Battegay	
Eleni Xenophontos	

Date: February 8th, 2020