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Date: 9th June 2025

External Evaluation Report (Departmental)

- **Higher Education Institution:**

University of Nicosia

- **Town:** Athens

- **School/Faculty:** Medical School

- **Department:** Basic and Clinical Sciences

- **Department's Status:** New

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

Programme 1

In Greek:

Ιατρική (6 έτη, 360 ECTS, Πτυχίο, M.D)

In English:

Doctor of Medicine (6 years, 360 ECTS, M.D)

Programme 2

In Greek:

Ιατρική (5 έτη, 300 ECTS, Πτυχίο, M.D)

In English:

Doctor of Medicine (5 years, 300 ECTS, M.D)

Programme 3

In Greek:

Programme Name

In English:

PhD in Medical Sciences (180 ECTS, 3-8 years)

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

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit for the Departmental evaluation of the proposed University of Nicosia Medical School branch campus in Athens took place on 28th-30 May 2025, recognising that the first cohort of students, subject to all approvals, would start this Autumn with the new academic year. The External Evaluation Committee (EEC), appointed by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), conducted the evaluation based on the national legal framework [Law 136(I)/2015 – Law 132(I)/2021] and the World Federation for Medical Education (WFME) Global Standards.

The EEC comprised academics and experts in medical education, student affairs, infrastructure, and quality assurance. The committee was chaired by Professor Nicki Cohen (King's College London) and included international academic representatives, a student member, and a CYQAA officer. During our visit, we were delighted to meet with the Rector, Executive Vice-President, Health and Dean of the Medical School at UNIC, the President of UNIC Athens and several Associate Deans. Particularly instructive were the meetings with 8 of the newly recruited faculty, excellent administrative team and with enthusiastic clinical educators at the excellent Hygeia and Mitera hospitals, within the Hellenic Healthcare Group.

This visit occurred immediately after the same team's evaluation of the parent organisation's 6 year MD and institutional EEC evaluation. The focus for the Athens visit, therefore, allowed for greater appreciation of the opportunities and challenges provided by the branch campus. It was evident how this project is a natural evolution of five years' partnership through clinical placement of Cyprus MD students for the last two years of the MD programme.

The Medical School of the University of Nicosia (UNIC) was founded in 2011 and hence is the eldest of the three Medical Schools in Cyprus. Given the change in Greek law to allow for the development of private universities in Greece, UNIC, in partnership with HHG, is uniquely and ideally placed for the development of a high-quality branch campus with global vision, mission and practising alumni. Strategically developed, this project will include a total of six schools and 12 programmes from roll-out in 2025, subject to all necessary accreditations and approvals

The committee was provided with material before the visit (self-report, application form) in a timely manner. It was supported by further printed and electronic material at the onsite visit (logbooks, exams, etc.) This report draws upon information from the material provided as well as from the onsite visits.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Nicki Cohen	Dean of Medical Education	King's College London, UK
Prof. J.-Matthias Löhr	Professor of Gastroenterology	Karolinska Institutet, Sweden
Prof. Anne Herrmann-Werner	Professor of Medical Education	University of Tübingen, Germany
Ms Stella Sergiou	Medical Student Representative	University of 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.	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.	4
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.	5
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.

All indicators are compliant. It is probably unrealistic for a department that is so new to have detailed long-term objectives, but the aims and capabilities of the academic staff we met with to build a collaborative workforce for education and research in the context of clinical practice were clear.

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 new department is certainly well-placed to deliver the newly-designed 6-year MD programme which was excellently described to us in Cyprus in great detail, and which we also reviewed for the Athens branch.

It is clear that the PhD in Medical Sciences is a critical component for the success of the department, who are well placed to excel in this area.

At this emergent point in the new department and branch, we are of the opinion that the 5 year MD is a little less compatible - for two reasons. Firstly, although a good programme, it has yet to benefit from the lived experience of the newly-improved 6 year MD - there are developments from this that would also improve the 5-year programme. Secondly, because of overlapping staff, in the context of a new branch, a focus on a single MD (at least to start with) may be the wiser approach to maximise standing of the programme at the end of the first year.

We have been told that six schools are starting in the branch this September delivering 12 programmes. There are tremendous synergies with the other schools - Business, Law, Humanities and Social Sciences, Science & Engineering, Life & Health Sciences. We recommend that the department maximises on opportunities in interprofessional and transdisciplinary education and research. This is often easier to do "by design" than through

retrospective timetable arrangements, but the branch campus is an ideal position to do this in the next year.

Provide suggestions for changes in case of incompatibility.

We would suggest that a short delay in the delivery of the 5-year MD, perhaps until the main campus is complete in 2028, would make for a smoother roll out of the programmes within the department

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.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	3
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.

Before accreditation, the department is not in a position where its new programmes can be advertised to the public. Also, as there are no graduates yet, there can't be effective communication mechanisms in place, yet. Given our experience of all these aspects at the Cyprus campus, we anticipate it will not be a concern once accreditation has been confirmed.

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.	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.

We met with 8 of the 16 new faculty in the process of being recruited for the first year of operations. They are all impressive and tremendously enthusiastic. UNIC has done well to recruit them.

We understand from the documentation and our conversations that seed funds are available to support incoming academics in re-establishing their existing research, and in driving the research of others.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

We have been advised that the student numbers for the first year will be up to 180 medical students and a minimum of 3 students on the PhD programme. We anticipate that PhD numbers will grow rapidly, recognising the expertise of academics. We have advised that medical student numbers should be less ambitious in the first year, especially given the point we are now at in the academic cycle. Starting with a cohort of 100 medical students total would be wiser, in our view.

We understand that most medical students are likely to be Greek or Cypriot in nationality, recognising that there are currently students from approximately 90 countries within the parent department. We would anticipate a similar exciting spread of nationalities with time.

Findings

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

There is a strategic plan for recruitment of academics within the department, this is achievable and the recruits we have met with are of excellent calibre. We understand that there will be between 16 and 22 academics within the first year, some of whom have corresponding clinical appointments within the nearby HHG hospitals. This provides excellent stability - and will benefit the Nicosia branch students on placement at HHG hospitals in addition to new Athens branch students. This mixture of "old and new" students, and faculty who are/were Nicosia-based, newly recruited, and already familiar because of pre-existing clinical commitments provides for a reassuring context with which to launch the new department.

There are, in addition, excellent administrative staff, recruited locally, working well with their counterparts in Nicosia who provide training and ongoing support. This cross-over of administrative capacity (with frequent visits) again puts the department in an excellent position for the autumn.

Strengths

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

UNIC Athens campus has excellent academics who are in the process of being formally appointed, and there is a palpable enthusiasm across all members of academic and administrative staff.

Students and staff will be involved with varying degrees of prior experience of the “UNIC way”. This will provide for innovation and growth while maintaining UNIC values and culture which are key for success.

Areas of improvement and recommendations

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

We are sure that administrative and academic staff from Nicosia will continue in their faculty development processes (well supported by HEAL) - and on this basis there are no concerns

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	compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

<u>Sub-areas</u>
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.	5
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.

The culture of both the parent and branch campus departments is tremendous and faculty have demonstrated the emphasis they place on these in terms of equality, diversity and inclusive practice.

We are happy that all elements of QA with regard to research will be compliant, but have been a little cautious here given that new faculty are yet to start.

Connection with society will be more apparent as the project becomes live - but we have heard from HHG colleagues and students how the majority of patients in HHG hospitals are happy to be cared for by Nicosia branch medical students.

The Nicosia branch students we met were extremely positive regarding their experience learning at HHG hospitals. Notably, there was greater emphasis on their desire to stay within the Greek / Cypriot healthcare system if possible.

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.	4
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	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.	4
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	3
2.2.12.2	Library	3
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
2.2.12.4	Technological infrastructure	3
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.	5

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.	4
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.	4
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
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.

The new medical school building will be exceptional when completed, in an environment that is likely second to none in Europe. We were convinced during our tour that it will be finished before the programmes start in autumn - but have nonetheless scored them as partially compliant as they are not yet complete. We would welcome the opportunity to review them in the near future, if required.

Doctoral studies regulations are publicly available related to the Cyprus branch, as we have previously described, it is not yet acceptable for them to be publicly available for the Athens branch.

We look forward to hearing about the successes and number of doctoral studies students - we anticipate that this will be very successful but it is a little early to provide full marks in this area.

Findings

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

The department is very well-placed, as is the medical school to excel. This is due broadly, to four factors:

1. The Cyprus branch, its campus and values / culture, so well established by the leadership
2. The natural partnership with HHG, who already provide excellent learning opportunities for UNIC students and understand the "UNIC way"
3. The enthusiasm and expertise of both academic and administrative staff who together are committed to the branch campus as a whole, and its flagship medical school a success
4. The inspirational new building and its context which will set the tone for the future of medical education, potentially across Europe.

Strengths

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

Please 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.

We would welcome the opportunity to confirm the excellent facilities once they are complete, but consider the department compliant aside from this. The procedures and practises transcribed from the Nicosia campus are excellent.

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.	4
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.	4
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.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The model set by the Nicosia Campus, and the explanation around governance indicate that all is/ will be compliant. The department, as such, is not yet in a position to have had meetings or held minutes - but given the procedures in place we do not anticipate that this will be anything other than compliant. The model set for the Athens branch is certainly around appropriate academic engagement, and new faculty members will certainly be inducted for this appropriately, but the reality here has to be a little uncertain given the situation, hence a minor down-grade.</p>		

Findings

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

We are confident that the department of the branch campus will accurately mirror and learn from that of the Nicosia campus, given the processes in place and the close ways of working and training between long-standing Nicosia and (largely) newly recruited Athens branch academic and professional services staff.

All are clear that departmental policies and ways of working are transplanted from the pre-existing excellent Nicosia model.

Strengths

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

Please 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.

None of concern.

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.	5

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

Given the practices of the Nicosia branch, there are no concerns.

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.	4
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.

Given the experience with the Nicosia programme, the EEC feels confident that all successful hallmarks of the Cyprus teaching will be adopted.

Findings

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

We have no concerns in this area. The Nicosia campus approach is solid and will translate well to the Athens branch. We have applied a minor degree of caution regarding the timing and effectiveness of Athens branch teaching staff feedback merely to recognise that most teaching staff will be new to the Athens branch. While we do not predict any concerns, this is yet to be a "lived" judgement.

Strengths

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

Please 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.

N/A

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.	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.	4
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	3
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.	3
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
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	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.

We have yet to see special teaching staff numbers in reality due to the programme being yet to staff, hence partial compliance scoring. Given the experience of Nicosia campus students in HHG hospitals, we have no major concerns in this area.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
22 full time faculty for the first year and 46 clinical faculty, with plans for a further 22 faculty the following year.
- Number of special teaching staff working full-time and having exclusive work 0
- Number of visiting Professors 0
- Number of special scientists on lease services

Given that this programme is yet to start, it is difficult to give full numbers across all areas requested here. We have no concerns, especially given the expertise of those who have been delivering education to Nicosia branch campus medical students for many years.

Findings

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

We understand that the planned new faculty members, many of whom we met during our visit, are yet to have contracts of employment - so there is a little uncertainty in this regard. The procedures and practices that are being fully transferred from the Nicosia campus are excellent. Special teaching staff and visiting professor details are still pending.

Strengths

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

As an example of how to implement a branch campus department, this model is very impressive.

Areas of improvement and recommendations

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

No concerns

Please ✓ what is appropriate for the following assessment area:

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

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.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
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.	5
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.	5
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.		
n/a		

Findings

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

The framework for research at UNIC Health/Medical School is identical, being the very same university. Since it was explained and laid out in detail during the visit preceding the visit to the Athens branch, it was only explained briefly. It was explained in great detail to the EEC how UNIC is governing the operations in Athens.

Strengths

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

Since the department is the same as in UNIC Cyprus, regulations, procedures and support etc. are the same.

Areas of improvement and recommendations

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

Cannot be evaluated pending the start of any of the schools.

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	partially compliant

6. 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.	4
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.	4

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

Much of the scoring in this above section is based upon the situation at the Nicosia campus, given the emergent state of the Athens branch campus.

Findings

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

According to the budget provided, resources for the planned operations are appropriate. The QA for the department is identical to and transplanted from UNIC Cyprus.

Strengths

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

The resources, both financial and otherwise, appear appropriate for the planned operations.

Areas of improvement and recommendations

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

Cannot be evaluated pending start of any of the operations.

Please ✓ what is appropriate for the following assessment area:

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

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.

We would firstly like to congratulate the UNIC team and their long-term partners within Hellenic Healthcare Group in this excellent development to increase the depth and breadth of clinical academia and practise in Greece. Building on the success of years 5 and 6 of the MD programs, which started in 2018, creates a natural partnership and is to be celebrated.

The ambitious project to launch a strategic educational partnership involving six schools but focussed around the medical school has tremendous merit and has been well planned by all partners over the last year. Particular congratulations are due to Professor Charalambous for his inclusive leadership of this project; noting how he has inspired, with Prof. Ioannides, the excellent academic team at the Nicosia branch to develop a forward looking 6-year MD programme which will be implemented at both campuses.

UNIC took extra care to explain the transplantation of their well-functioning operations in Cyprus. It is reasonable to trust them being able to perform this transfer based on the expertise presented and the staff (both academic and administrative to execute it. The governance structure will ensure that UNIC Cyprus is in full control of the operations in Athens.

We have a number of commendations:

1. The transplantation of all administrative and academic services including the excellent student support and quality assurance processes to the branch.
2. The palpable enthusiasm within the clinical community is invaluable.
3. The commitment to a high-specification new medical building, integrated into the existing healthcare ecosystem will create a flagship model for the future.
4. The commitment that both institutions have shown each other in their future commercial and governance structure.
5. We commend the university for early roll-out of a PhD programme to support the ambition of HHG clinicians and UNIC academics.

We also have a number of recommendations:

1. That the medical school gears itself for success. We would strongly suggest that the medical school starts with a maximum of about 100 MD students, rather than up to 180, which we feel would be an unnecessary risk for a new department, despite their excellent preparation, academic and administrative staff and previous expertise at HHG. This is also to marshall the expansion in the clinical areas to support the experience of pre-existing Nicosia students.
2. It is likely that the project could be further de-risked by all 100 MD students being on the 6-year MD, with the 5-year programme being rolled out potentially when the campus is complete in 2028, and the 5-year model has benefitted from more of the new 6-year programme innovation.

An expansion of numbers up to approximately 180 as currently stated, could be staged effectively over the next few years, accordingly.

3. That a more complete consideration of the opportunities and threats of the branch campus development is undertaken, so that the risks can be appropriately marshalled and mitigated by the newly formed academic and administrative teams. This should include planning for contingency arrangements.
4. We are very supportive of this initiative progressing across MD and PhD programmes. It may be wise for an early formal review of the facilities once the medical school building has been completed, which we would be delighted to contribute to, if appropriate.
5. The branch campus creates rich opportunities across six schools and programmes, with excellent new faculty, to maximise on interprofessional and transdisciplinary education and research – this is often easier to do “by design” than through retrospective timetable arrangements.
6. Lastly, recognising the unique capabilities and position of HHG, alongside UNIC, we would encourage HEAL and the partnership to continue to proactively and strategically engage with the government and thought leaders to develop junior medical training opportunities (residency programme) within the private healthcare system, for the benefit of healthcare in Greece.

D. Signatures of the EEC

Name	Signature
Prof. Nicki Cohen	
Prof. J.-Matthias Löhr	
Prof. Anne Herrmann-Werner	
Ms Stella Sergiou	

Date: 9th June 2025

