Doc. 300.1.1

Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  European University Cyprus
- **Town: Frankfurt**
- **School/Faculty (if applicable): School of Medicine – Frankfurt branch**
- **Department/ Sector:**
  Dept. of Life and Health Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**
  In Greek:

  "Βιοϊατρικές Επιστήμες, 4 Έτη/240 ECTS, Πτυχίο"

  In English:

  Biomedical Sciences, 4 Years/240 ECTS, (B.Sc.)
- **Language(s) of instruction: English**
- **Programme's status:** New
- **Concentrations (if any):**

  In Greek: -
  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].

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 proposed 4-year B.Sc. in biomedical sciences programme to be started at the proposed (not yet existing) Department of Life and Health Sciences under the School of Medicine, Frankfurt branch in Frankfurt-am-Main, Germany. Currently, the only School of Medicine programme running at the Frankfurt campus is the M.D. programme at the Department of Medicine but in the future EUC has the ambition to expand to at least seven programmes at least three Departments. This includes a recently approved Ph.D. programme in medical sciences. In the future, an 18-month M.Sc. in cancer biology programme as well as programmes in dentistry, physiotherapy and nutrition and dietetics are scheduled to start given that accreditation can be secured. The B.Sc. programme to be evaluated here 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, as outlined above 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 B.Sc. programme (dated 23 July 2025), a solid 450-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 where the new B.Sc. programme will be hosted. 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. We also heard a presentation about another upcoming programme to be evaluated. 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 large group of 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. Of these, one student who had obtained a B.Sc. in biomedicine in Nicosia attended on site in Frankfurt since she was now employed by the EUC here. Some graduated or ongoing B.Sc. students from the biomedicine programme 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 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. programme to be started, especially in the beginning when the target was said to be 20 students the first year. 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 challenge of evaluating a B.Sc. programme that does not yet exist, although in this case the job was made a bit easier thanks to the twin programme in Nicosia from which the Frankfurt course will be cloned. This fact helps and adds to the credibility of the proposed programme. 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. programme 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 B.Sc. 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)

Name	*Position*	*University*
Prof. Martin L. Olsson, M.D., Ph.D.	Chair of EEC	Lund University, Sweden
Prof. Geert van den Boogart, 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 follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - *selection criteria*
    - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

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

1.1 Policy for Quality Assurance

The B.Sc. in Biomedical Sciences is a face-to-face, four-year (240 ECTS) English-language programme offered by European University Cyprus, starting in the 2025–2026 academic year. The programme aims to connect Biology with human health and disease, with a particular focus on Laboratory Medicine and the pathobiology of human diseases.

The programme has adopted a quality assurance policy aligned with the standards of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). This policy is designed to ensure academic quality, integrity, and freedom, while supporting teaching staff, administrative personnel, students, and external stakeholders. In addition to the mandatory External Evaluation process required for institutional and programme accreditation, the programme also implements a periodic Internal Evaluation procedure, in accordance with EUC policy. This involves University management, faculty members, and the administrative quality system.

1.2 Design, Approval, Ongoing Monitoring and Review

The programme has clearly defined objectives and learning outcomes that align with the Council of Europe's vision for higher education. The assigned ECTS credits accurately reflect the students' workload.

Teaching is primarily delivered by permanent staff, complemented by external experts who contribute significantly to course instruction and serve as supervisors or co-supervisors in practical modules. The Programme Committee should assess whether the ratio of permanent to part-time staff supports optimal teaching conditions. Presentations and staff interviews revealed that the teaching staff is research-oriented, which is expected to positively influence the programme's development.

The programme includes practical placements. To strengthen collaboration with local institutions, the committee recommends organizing placements also in laboratories that offer research opportunities.

1.3 Public Information

In addition to the information available on the European University Cyprus website, the programme plans to promote awareness of the Biomedical Sciences field among the general public. This has been done at the Nicosia site with some success and the EEC expects the Frankfurt branch to follow this tradition.

1.4 Information Management

In accordance with regulations, the Biomedical Sciences Programme has a dedicated Coordinator. The committee observed that the Coordinator demonstrates a high level of commitment and maintains effective communication with all staff involved in the programme's development, significantly contributing to its quality. During the evaluation process, the Coordinator and other staff members provided detailed information on the duration of

studies, learning resources, career paths, and other relevant aspects. The EEC also noted that there is excellent administrative support for efficient communication internally (students, employees) and externally (the public, potential student, stakeholders etc). This also includes appropriate IT support, locally (Frankfurt branch) and distantly (Nicosia).

Strengths

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

One of the key strengths of the programme is the research-oriented nature of the teaching staff. Their active involvement in scientific research is expected to significantly enhance the academic environment, fostering innovation and integrating cutting-edge developments into the teaching process. This research engagement not only enriches the curriculum but also may inspire students to pursue scientific inquiry and critical thinking.

Another notable strength is the programme's strong and dynamic relationship with external stakeholders. This collaboration has been consistently highlighted during stakeholder interviews, underscoring the programme's responsiveness to societal and professional needs. Such partnerships contribute to the relevance and adaptability of the curriculum, ensuring that graduates are well prepared for the evolving demands of the biomedical field.

Areas of improvement and recommendations

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

While the study programme remains up-to-date and aligned with current developments in both society and scientific research, the committee believes that further enhancements could strengthen its relevance and academic depth. Specifically, the inclusion of emerging topics in biomedicine is recommended. These may include: The Human Microbiome and Its Implications: Exploring the role of microbial communities in health and disease; Big Data and Health: Integrating data science approaches to analyze complex biomedical datasets and improve healthcare outcomes; generative AI in laboratory medicine; single-cell analysis; metabolomics, molecular dynamics and mass spectrometry are other cutting-edge technologies that may benefit from more room in a future-proofed programme.

The programme currently includes practical placements, which are a valuable component of experiential learning. To further enrich the curriculum, the committee recommends reinforcing these placements by prioritizing laboratories that offer active research opportunities. This would allow students to engage in real-world scientific inquiries and contribute to ongoing biomedical investigations. To secure placements, especially if student numbers increase over time, Memoranda of Understanding (MoUs) or contracts with such laboratories need to be put in place.

Moreover, the academic staff is encouraged to leverage future collaborations with both local and international institutions—particularly those based in Frankfurt—to identify and invite distinguished Visiting Professors specializing in Advanced Biomedical Sciences. Such engagements would not only elevate the academic profile of the programme but also provide students with exposure to cutting-edge research and global perspectives

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

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

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

Sub-areas

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

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

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

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

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

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

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

The Biomedical Sciences programme is a direct 1:1 implementation of a successful programme that has been running at the main campus in Nicosia since 2017. This represents a significant strength, as it allows the programme to draw on established best practices in teaching, assessment, and curriculum design, ensuring a well-structured and high-quality educational experience.

Both the extensive Application for external evaluation document, describing the layout for the 4 years B.Sc. Biomedical Sciences programme, and the information presented during the site visit on Monday 30-09-2025 was clear and followed a logical structure. Most relevant courses are present, and they include a good mixture of theoretical topics together with relevant practical skills training. To ensure that the courses given are and remain up-to-date, the teaching staff themselves are still doing research, which is competitive as evidenced by a fair output in peer reviewer scientific journals. The students are encouraged to provide feedback both during courses as well as by means of course evaluations. Both the teachers and students of the Medicine B.Sc. programme in Frankfurt, and the Biomedical Sciences B.Sc. programme in Cyprus indicated that they have a good and intensive relationship, which is facilitated by the limited group size and small groups. The students were especially happy with the frequency with which they could contact teaching staff and they felt that they were heard. Finally, more official procedures for dealing with students' complaints appear to be in place.

The committee is pleased that suggestions for improvement of the curriculum identified during the previous external evaluation (2023), including limiting overlap of certain courses, the lack of a systems biology and bioinformatics master track, are incorporated.

Modern and effective teaching methods are supported by modern laboratories, including Molecular and Cellular Biology, Medical Biochemistry, and Histology and Microscopy labs, as well as by state-of-the art digital teaching

tools. Robust student support mechanisms, including personalized guidance for students with low GPAs, ensure that all learners receive adequate support.

A strength is that German language courses are offered to both students, faculty and support staff.

However, the relatively small size of the Frankfurt branch limits the number of elective courses that can be offered. To address this, students have the option of spending a semester at the main campus in Nicosia to pursue a minor. This opportunity is facilitated by the 1:1 alignment of the programme between the two campuses, which ensures that students can seamlessly continue their studies and attend the same courses in Nicosia.

What is still not sufficiently visible in the curriculum is dedicated training in artificial intelligence (AI). The committee recommends that faculty gradually integrate this component into various courses.

Finally, the EEC suggests incorporating interdisciplinary training, for example through joint courses or exercises in which students from different programmes collaborate on shared projects. Such training broadens perspectives and prepares students to work in teams spanning multiple disciplines.

2.2 Practical training

The curriculum emphasizes linking theory with practice through exposure to laboratory components, enabling students to gain essential laboratory skills for biomedical sciences research. The Frankfurt Branch has three well equipped laboratories for student practical training. 15 out of 19 courses are comprised of both theoretical and practical training elements. Although many practical training elements are fragmented into short 2 to 3 hour modules, sometimes longer training modules are provided to accommodate longer biomedical experiments. A weighting system is consistently applied to practical training elements; for most courses, assignments and laboratory work contribute 20-30% of the final grade.

Practical skills training is crucial to train students in biomedical scientists. A short research project, in which students join a research lab and obtain hands-on lab experience, is essential to complete basic practical skills training.

The programme also includes the course Placement of Practical Exercise (BMS420), which allows students to apply their academic knowledge and laboratory skills in real-world professional environments, such as research, analytical, and clinical laboratories, as well as pharmaceutical companies. This component has proven highly effective in the Biomedical Sciences B.Sc. programme at the main campus in Nicosia. At the Frankfurt branch, however, a network of partners and a proven track record of successful placements have not yet been established, as the programme is still new and such connections need to be developed. Drawing on the positive experiences in Nicosia and with the Medical B.Sc. programme at the Frankfurt branch, the EEC is confident that the university will successfully build this network.

2.3 Student assessment

During the evaluation, the committee has not come across any issues regarding unfair or problematic assessments of students. Good assessment plans are in place, with sufficient quality assurance. The teaching staff has sufficient experience in student assessment, and support and training by EUC are offered. This is underscored by the absence of complaints from students from the Medicine B.Sc. programme at the Frankfurt branch and the Biomedical Sciences B.Sc. and Cancer Biology M.Sc. programmes at the Nicosia main campus.

Strengths

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

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

The courses in this 4 years bachelor Biomedical Sciences programme provide an excellent and comprehensive training in biomedical sciences.

There are a very good and strong relationship and communication between teaching staff and students.

The students feel heard.

The teaching staff is enthusiastic about the students.

A strength is that German language courses are offered to both students, faculty and support staff.

Good feedback systems are in place.

The teaching staff is enthusiastic about research and in general still perform competitive research and publish papers in peer-reviewed journals.

Small group sizes, individual training.

2.2 Practical training

The lab space and equipment are in place necessary to perform the main molecular biology experiments.

The teaching staff is still doing research themselves and are therefore up-to-date when it comes to practical training.

Modern well-equipped teaching laboratories.

2.3 Student assessment

There were no serious complains from students or issues raised during the interview with other members of the course and the University, indicating that adequate measures are in place to deal with this.

Areas of improvement and recommendations

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

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

The programme is a direct 1:1 implementation of the Biomedical Sciences B.Sc. programme in Nicosia. It is well designed, and the committee has only a few recommendations. A minor comment is the suggestion to strengthen the inclusion of artificial intelligence (AI) components across various courses.

2.2 Practical training

A key element of the training programme is the placement of the students at external laboratories. However, this relies on the commitment of these external stakeholders to host these interns in their laboratories. Therefore, the EEC strongly recommends establishing binding, long-term agreements with these stakeholders. These agreements

should outline the allocation of students, specify the number of students involved, and detail arrangements for training and supervision.

A risk is that the number of students that will enrol in the new Biomedical Sciences B.Sc. programme is uncertain. It is aimed for 20 students in the first year. In case of an unexpectedly low or high number of students, the programme needs to be adjusted accordingly, which will pose risks for scheduling and resource allocation, especially for the practical training. Of course, this is a risk with any new educational programme.

2.3 Student assessment

The committee has no specific recommendation concerning student assessment.

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

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

3. Teaching staff *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

3.1 Teaching staff recruitment and development

Even if additional, specific teachers have not yet been employed for the proposed B.Sc. programme in biomedical science, many of the current teachers at the preclinical semesters of the M.D. program have profiles highly suitable for the topics to be covered in the B.Sc. programme. As a start, the application document and presentations given at the site visit list names of teachers for the different subject areas. For instance, they list six teachers under Cancer biology/Systems biology/Immunology, five teachers under Cellular and Molecular Biology, and finally another five under the subject of Neuroscience. It should be noted that two of the teachers are listed under more than one subject but 14 individual names are already signed up to teach in the new B.Sc. programme. In addition, the EEC were told that the School had registered 46 names who applied when they advertised positions related to the B.Sc. and M.Sc. programmes to be started. While this is promising, the EEC cannot speculate on the quality and suitability of the CVs of these applicants to improve the quality of the programmes under scrutiny here. Since the first B.Sc. programme in biomedical science was started at EUC in 2017, the Nicosia version of the programme has been improved over the years, partially due to the procedures and processes of constant improvement put in place by the School but also due to a re-evaluation by CYQAA in 2023 when various improvements were implemented. It is therefore very positive that it is the improved, current version of the programme which is transferred to the Frankfurt branch. The EEC is also positive towards the concept with interim chairs for the new Department and co-chairs for the new programmes. In this way, appropriate transfer of knowledge and experience from Nicosia to Frankfurt can be secured. Furthermore, the incoming chairs and coordinators will get a chance to grow and develop while learning on the job from their Nicosia predecessors/counterparts.

The procedures for announcing new positions and recruiting new members of staff appear clear and transparent as they should be. This applies also when part-time staff is recruited externally to support the programme with teachers on temporary contracts for each semester. In addition, the EUC Charter defines the policies for faculty selection and appointment, in which commitment to “excellence in teaching and research and aiming at ensuring the recruitment, selection and appointment of faculty members with high potential and ability.” In line with this, EEC further encourages the School to continue its ambitions to attract as good teachers/researchers as it possibly can. This is especially important when the School expands and now has the possibility to employ a number of new teachers thanks to the new programmes scheduled to start.

As discussed during the meeting, the Faculty Selection Committee follows the policy on gender equality issues or other similar bias was not raised as a problem in this context by the teaching staff and appointments are regarded as fair. The following statement from the B.Sc. programme application (p. 12) was discussed during the on-site visit: “The Faculty Selection Committee gives careful and detailed consideration to all applicants regardless of race, religious beliefs, colour, sex, disability, marital status, age or ancestry.” The EEC strongly advises this sentence/policy to be expanded to include also the words “sexual preference”.

In general, the intended staff qualifications are adequate to achieve the objectives and learning outcomes of the B.Sc. programme, and to ensure that quality of the teaching and learning are maintained and developed. However, much of this is not only up to formal qualifications but rather personal interest, ambition and drive towards improvement. There is a system in place for competence development of the staff when it comes to pedagogic skills and techniques and everyone is encouraged to go regularly to such seminars and workshops. According to the teachers themselves,

this is followed up as part of annual appraisals, which is good. It is a bit unclear what happens if somebody actually does not take part. It was also a bit unclear how important teaching and pedagogic development is for promotion but the EEC assumes this is an important part in such a teaching-intense environment.
It was interesting and promising to hear how enthusiastic the teacher collegium was when it comes to new pedagogic models. The EEC would like to emphasize this further so that the course coordinators and the Department chairs keep on encouraging this further so that it becomes a natural thing to try new, innovative and student-centered learning techniques. Overall, the EEC got a very good impression of the teachers during the interview.

3.2 Teaching staff number and status

It is difficult for the EEC to assess the number of teaching staff and if it is adequate to support the quality of the B.Sc. programme under evaluation. The reason is of course that the Department in which many of them will be employed is not fully functional yet (since it does not exist in reality). According to the presentation slides, 14 teachers are listed as dedicated to the programme in the three overall subject areas. In addition, advertisements for new positions (unclear to the EEC exactly which levels, though) will be added and 46 applicants will be scrutinized and some of them interviewed. In general, the EEC therefore thinks the current teachers with addition of some new ones will suffice to support the new programme and also the new M.Sc. in cancer biology (some overlap between the teacher groups is expected).

However, the most important point from the EEC is for the School to show evidence that the overall composition of the teacher staff complies with current regulations in Cyprus. In accordance with what EEC has been informed by CYQAA, it is deemed essential to maintain a composition of the teacher staff so that it consists of at least 70% full-time teachers (headcount), while it is possible to incorporate a 30% proportion of equally competent part-time professionals. So far, we have received information in an excel file about the status in the existing Dept. of Medicine where 14 of the 25 teachers are permanent full-time employees (56%) according to a response from the Vice-Rector to our question. In order to reach the 70% level and to assure that this is indeed the case for the B.Sc. programme under evaluation, the EEC assumes this will be possible for the School to show once the new recruitments (dedicated to the new Department and the proposed programme) are made as fulltime employments.

3.3 Synergies of teaching and research

In general, the EEC was satisfied with the time provided by the employer for teachers to spend on research activities for the teachers active in this programme. When talking to the teachers, it seemed that the "points system" of research time credit is working, even if it was equally clear that teaching commitments are prioritized. It is important to protect this incentives system so that those who deliver research output can get better conditions to perform. However, the plans to expand the number of students may interfere with and threaten this system, given that teaching is always prioritized. In order to avoid this, staffing needs to follow the number of students and the latter is hard to predict at the moment. Therefore, it is important to follow the statistics of registration to any additional courses which will compete for the teachers' time.

Most of the research done overlaps the broad field of biomedical science, the field of study for the B.Sc. programme under evaluation. However, we would like to warn the School against being too broad research-wise, even if it needs to be broad teaching-wise. We notice that there are certain areas of research in which the School appears to do better when it comes to experimental research. Cancer and neuroscience are the two most obvious. We encourage the

School to focus here and perhaps facilitate a future Ph.D. programme also in experimental biomedical science. In this way, teachers will have a natural proximity to young, talented scientists-to-be which will facilitate work on new questions with cutting-edge methodology. The School still appears to be quite quantitatively focused when it comes to research publications. More focus should be put on quality and impact.

With more B.Sc. and M.Sc. students coming and competing for laboratory space and time, it may be increasingly difficult for teachers to get access to appropriate research facilities locally. To support its ambitions about research, the School may have to up their game when it comes to modern research laboratories if they expect their teachers to be competitive. Otherwise, the research may be limited to collaborations with others instead of taking the initiative and following specific questions with curiosity and persistence. Again, the Department's focus on cancer biology has proven successful in Nicosia together with M.Sc. and experimental Ph.D. programmes there. It could be considered if a similar approach should be taken in Frankfurt, either for cancer biology or neuroscience (or why not biology of brain cancer).

Strengths

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

The most obvious strength is that the B.Sc. programme and its teacher collegium in Nicosia sets a good example of how success can be achieved also in Frankfurt. The group of teachers themselves constitute a very important asset to the School and should therefore be cherished so that they stay. Another strength is the opportunity to recruit new staff and select what is best for the strategic direction of the programme/department/school.

It is also very positive that teachers are so eager to develop their pedagogic toolbox and skills and that most appear interested in research as well as teaching. A factor that should not be underestimated is also that the collegial atmosphere appears to be very good in the group.

Feedback gained from the students is taken seriously and changes are made quickly to the courses to meet the students' demands and needs. Teachers are assessed from the student feedback.

There seems to be good teamwork between the faculty in Frankfurt Branch and the main campus in Nicosia. This should ensure a smooth transition of the programme to its new location.

The faculty has an international character, thus with the potential of attracting more international applicants for a place in the team.

When it comes to research synergy, some of the teachers publish good results in impactful journals. Hopefully, they can lead the way for other colleagues. A good practice is that student project reports should always be considered potential seeds that can lead to a scientific article or review paper in peer-reviewed journals. Even if this is mostly true for M.Sc. students, it can also apply to B.Sc. projects handled within the programme of biomedical science.

Areas of improvement and recommendations

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

The most important area of clarification is that the School can show CYQAA conclusively what they have not yet been able to convince this EEC, namely that the B.Sc. programme fulfils the requirements about permanently

employed teachers. In an excel file received from the Vice Rector via Emily Mouskou as a response to our specific question, it appears as if the number for the existing Department of Medicine is 14 of 25 teachers with permanent full-time positions. This corresponds to 56%. But what's important is the figure for the B.Sc. programme, potentially facilitated after additional recruitments so we are hopeful that this is just a matter of getting the specifics together and showing the CYQAA. When it comes to research synergy for the teachers, they appear to have the time and a good incentives system but not really the on-site research facilities required to perform competitive experimental research. We therefore recommend that the School seriously considers planning for proper and up-to-date research laboratories for a few principal investigators with the right kind of questions, grants and ambitions (e.g. 1-3 labs) where competitive experimental research can be performed, if nothing else to fulfil the School's very ambitious mission statement.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

All the procedures regarding processes and criteria for student admission, progression, recognition and evaluation are clear and well described and presented. The regulations are in line with the Lisbon Recognition Convention. Concrete minimum grade thresholds are published for admission. The EEC appreciates that the admission procedure aims at achieving a quick response to the students following their admission.

Given that the programme is Biomedical Sciences, emphasis is correctly given to a strong background in Biology.

Regulations regarding student recognition of prior learning and work experience are pre-defined and a Transfer Credit Evaluation Policy are available and clear. For transfer students, enrolment and ECTS transfer is decided by an ad-hoc Credit Transfer Committee. Policies for regular and effective communication between the teaching personnel and the students were described.

The programme wants to develop collaborations with foreign and local Institutions, and the students will have the opportunity for placement and writing their theses in a scientific environment beyond that of the EUC Frankfurt branch.

Upon successful completion of the programme, the students will be awarded a B.Sc. degree. In addition, it is aimed that the students will fulfil the requirements for working in Clinical Laboratories.

The student representative particularly emphasized the following aspects as important (and are also supported by the whole EEC): The programme team employs a methodology to ensure continuous and sufficient monitoring of the students' performance such as: Collection of data and analytics for every student from their assessments and exams. This is accomplished with Blackboard analytics, evaluation of assessments by the instructor, communication with the teaching staff, personal student advisors, self-assessment exercises and feedback from the instructor and discussion forum in Blackboard. The Department and School responsible for the programme can act on the student's progression with support given from the teaching staff and the personal advisor as well as the application of EUC "low GPA policy" in cases of GPA under 2.5.

The programme provides the opportunity for Erasmus+ placements and supports full academic recognition for the study periods abroad. This is secured prior to departure by concluding a Learning Agreement.

Strengths

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

Emphasis is given on a strong background in Biology and Chemistry, which is correct for a Biomedical Sciences programme.

The projected placement in local industrial stakeholders provides strong support to reach the teaching objectives. The compliance of graduates to new expected regulations for staff of Clinical Laboratories is a key strength of the programme.

The contribution of teachers with partial dedication recruited from professional activities and clinicians is highly valuable.

The staff is very interested in implicating students in the courses' evaluation procedure. The information given by the interviewed students mirrors the positive attitude of EUC Frankfurt branch concerning this matter.

The programme uses transparent and consistent admission criteria applicable to all students, ensuring fairness and clarity. Furthermore, students are given the opportunity to do hands-on practice and have lab experience from the start of the programme. Methods of progression monitoring are well established and effective in other programmes, so they are expected to be working here too.

The EUC offers tailored support and guidance to each student.

Students attending the school of Medicine and graduates reported that they are more than satisfied with the organization and the quality of the offered programmes. The students have representatives in the bodies of the school and are giving useful feedback for constant evaluation of the programmes. Changes asked for are rapidly considered and often implemented, sometimes even despite considerable cost.

Through the university's e-Learning platforms, students are given the opportunity to engage in interactive exercises, fostering interaction between students and teachers, ensuring continuous progress.

The Student Advising Office assigns personal advisors to each student, offering tailored support and guidance.

Areas of improvement and recommendations

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

Some concerns were raised by the EEC regarding the difficulties to accommodate teaching and research activities, even if the School uses a carousel scheduling system that appears to work well for the M.D. programme. It should be considered that the facilities have to be shared with an increasing number of students from other degree programmes currently or soon to be offered by the School, and also with experimental research performed by the teachers and their staff. It is strongly recommended to be proactive about this situation by preparing an accurate and future-looking plan regarding the availability of additional research laboratories.

The EEC thinks that lab experience is vital in a programme like this, although this is not under discussion and it is a key strength of the programme reviewed here, we believe that this point should be emphasized through both graduate and post-graduate studies.

Students graduated from the equivalent programme in Nicosia believe that more time in the laboratory is needed to the programme curriculum because it helped them the most in their career.

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

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

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

5.1 Teaching and Learning Resources

From the interviews and the tour of the department buildings, the EEC gained the impression that all necessary teaching and learning resources are in place. While not all faculty positions have yet been filled due to an ongoing recruitment process, the EEC met with staff already recruited and currently teaching in the Medicine B.Sc. programme, who will also contribute to the new Biomedical Sciences B.Sc. programme.

One of the strengths of the Medicine programme, and the Biomedical Sciences B.Sc. programme in the Nicosia main campus, is the advantageous ratio of students versus staff that ensures an intense contact between them and small group sizes. It is expected that this will be similar in the new Biomedical Sciences B.Sc. programme offered at the Frankfurt main campus.

Faculty members are highly qualified and actively engaged in research and teaching. A teaching reduction scheme is in place for faculty members who are successful in research, for instance when they secure external research funding.

During interviews with teaching staff, it was evident that many have embraced modern pedagogical approaches. The university provides robust technical and educational support for these methods.

The Biomedical Sciences B.Sc. programme benefits from the integration of modern digital platforms that enhance accessibility and flexibility in learning, notably Blackboard.

Furthermore, the University provides extensive electronic academic materials, including access to over 120 databases and more than 100,000 journal titles, managed by the library.

The institution also has established EUC Guidelines for the use of AI to ensure the ethical use and responsible integration of AI tools within the educational environment.

5.2 Physical Resources

The program's physical resources are housed within the EUC Frankfurt Branch, a dedicated 5-story main building. Teaching occurs in various modern spaces, including two auditorium-type classrooms (seating 120 and 80 persons) equipped with high-definition audiovisual aids and the capability for inter-communication with laboratories and simulation rooms. There are also three seminar or small classrooms (total seating over 100) and two dedicated Team-Based Learning rooms. Crucially for Biomedical Sciences, students have access to state-of-the-art laboratory facilities. Importantly, the EUC Frankfurt Branch is constructing a new building around the corner, and this will expand the number of laboratories and class rooms substantially.

During the physical tour, the committee has seen lecture rooms, study rooms, and teaching laboratories. The buildings are clean and modern and the lecture and study rooms were spacious and numerous. The laboratories were adequately equipped and also spacious.

Certain resource-intensive facilities, such as those required for FACS, mass spectrometry, (single cell) sequencing, and animal experiments, are not available on campus and must therefore be accessed through external organizations. While this arrangement is already functioning effectively at the main campus in Nicosia, it has not yet been established at the Frankfurt campus. Building concrete partnerships to secure these opportunities in Frankfurt

should therefore be treated as a priority for EUC. The EEC is confident that this can be achieved, drawing on the successful experiences of the M.D. programme.

An area of concern is that teaching laboratories are also used for scientific research by the staff members, as discussed further in Areas of Improvement and Recommendations.

5.3 Human Support Resources

From interviews with administrators, teaching staff, and support personnel, as well as from the Application for Evaluation document, the committee gathered that the EUC is well-organized and responsive to student and staff needs. Mentoring programmes and psychological support services are in place to ensure a supportive campus environment.

5.4 Student Support

The impression of the committee is that the student support is excellent. Firstly, all 12 students that joined the interview were very positive about the Biomedical Sciences B.Sc. and Cancer Biology M.Sc. programme in Nicosia, the Medicine B.Sc. programme in Frankfurt, and the teaching staff, and there were no complains related to other areas of student support. Secondly, the Application for Evaluation documentation shows that there is adequate support for students with special needs.

The student representative of the EEC notices that the programme can cover the needs of students with diverse backgrounds and needs and that the EUC offers support to students with special needs based on the current Cypriot law and international practises.

Moreover, the student representative of the EEC is pleased that students are informed for all the services that the school has to offer and that student mobility is being supported by Erasmus+ programmes.

Strengths

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

5.1 Teaching and Learning resources

Adequate teaching and learning resources are readily accessible.

EUC offers digital learning methods, including online learning and assessment modules.

Support and expertise in innovative teaching methods are readily available at EUC.

The teaching staff is well-qualified and appropriately sized for the expected number of students. It is the expectation of the EEC that the small class sizes will ensure robust and personalized interaction between students and faculty.

The relatively small classes assure a good and intensive contact between students and teaching staff, which is highly appreciated by the students.

5.2 Physical resources

The lecture and study rooms and laboratories are spacious, modern, and clean.

The laboratories are equipped with essential tools for teaching and conducting key biomedical research and cancer biology techniques, including all equipment for DNA and protein gel electrophoresis, western blotting, cell culturing, and more.

5.3 Human support resources

The support staff actively engages in enhancing the learning and living experiences of undergraduate students.

The teaching staff demonstrates high enthusiasm and actively participates in research.

5.4 Student support

Comprehensive support is accessible to students across all levels.

The support for students at all levels, including extracurricular, social and sport activities are available. Importantly, support for students with needs is available and appears to be well organized.

Students have the opportunity to gain international experience through research at the main campus in Nicosia.

Areas of improvement and recommendations

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

5.1 Teaching and Learning resources

An important strength is the ease with which students can contact and interact with the teaching staff. The good accessibility and interaction between students and teaching staff was highlighted in interviews with current and former students of the Medicine programme of the Frankfurt branch and Cancer Biology M.Sc. and Biomedical Sciences B.Sc. programmes of the Nicosia main campus. This should be cherished and maintained when student numbers are increasing.

While sufficient teaching resources appear to be available, there is a potential risk due to uncertainty about the number of students expected. This necessitates a high degree of flexibility from both teaching staff and administration, posing potential challenges. If a larger-than-anticipated number of students enrol, there may be constraints in space and an insufficient number of teaching staff. However, the EEC acknowledges that such risks are inherent in launching a new programme. The EUC recognizes this risk and has implemented sufficient flexibility to adjust the programme as needed.

5.2 Physical resources

The EEC identified two main concerns:

Currently, 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. 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.

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 campus. 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 Medicine B.Sc. programme, the committee is confident that this can be achieved.

5.3 Human support resources

The human support resources seem excellent, and the EEC has no specific recommendations.

5.4 Student support

The student support seems excellent, and the EEC has no specific recommendations.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes *(ALL ESG)*

Sub-areas

6.1 Selection criteria and requirements
6.2 Proposal and dissertation
6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*

- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the Ph.D. thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

Findings

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

N/A

Strengths

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

N/A

Areas of improvement and recommendations

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

N/A

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

In general, the EEC conclude that the B.Sc. programme in biomedical sciences appears to be of high quality, fulfilling most, if not all, criteria set up by CYQAA. In the following, recommendations to consider are listed with the aim to further improve the programme, which has already gone through a couple of cycles of improvement in the Nicosia version of the programme running successfully since several years.

The content of the programme is adequate but could be further future-proofed by including more cutting-edge technologies and concepts, including e.g. generative AI components and neural network theory/practice (this e.g. includes Nobel Prize-winning AlphaFold for protein structure and interactions as well as innovative molecular design but may also be much broader than that). Other specifics that can be emphasized more include mass spectrometry, single-cell analysis, microbiome, molecular dynamics, use of super computers etc etc). The programme leadership will also have to work local contacts up that allow visits to labs with access to these technologies.

Thus, EEC sees a need to develop local networks and contacts to build a local Frankfurt environment where students can be placed in multiple types of external laboratories, both commercial diagnostic and academic laboratories. We also recommend that student projects can be placed in such environments. Non-experimental, literature-based B.Sc. thesis work should be considered an exception in a B.Sc. programme of this nature.

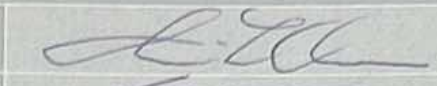
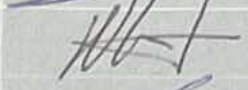
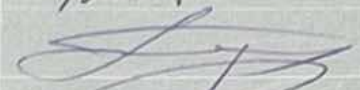
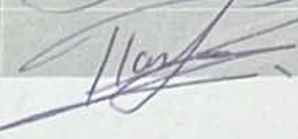
Perhaps the most important point remains to emphasize: The School needs to show to CYQAA definitive proof that the teacher staff for the B.Sc. programme meets the criteria regarding 70% permanent staff.

Furthermore, the programme should be safe-guarded against unexpectedly low or high enrolment of students. This includes a dynamic scheduling model and making sure there is enough placement laboratories and supervisors available as alluded to above. This is particularly important in the beginning when it is not clear how many students will actually apply and pass the registration requirements.

EEC recommends the School to plan for higher-end research laboratories that support in-house competitive experimental research by a (initially probably) small number of principal investigators. In this way, the synergy between a lab-intense programme like this and research of even higher quality can be achieved, in line with the School's very ambitious mission statement to become a "leading academic and research hub" in Europe and beyond. Even if it may not be this committee's role, we still feel that it would be better for the credibility of the Frankfurt operations to be a bit more modest and realistic, while still keeping the dream alive by instead striving to be a "competitive academic and research environment" in Europe, that attracts research of high international quality.

Thanks to a dedicated teacher collegium and experienced programme (co-)coordinators, the EEC expects this programme to have the potential to be as successful as its Nicosia counterpart. By implementing the above recommendations continuously over the next cycle of programme revisions, an even better programme may see the light of day, prepared to produce B.Sc. graduates ready to meet tomorrow's challenges.

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	

Date: 2025-10-01