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Date: 29.04.2026

External Evaluation Report (Institutional)

- **Higher Education Institution:**
The Cyprus Institute of Neurology & Genetics
- **Town:** Nikosia
- **Institution Status:** Currently Operating



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.

The onsite visit was carried out in accordance with the planned programme. All evaluators, as well as institution representatives, were present throughout the visit. The evaluators wish to highlight the thorough preparation and engagement of all parties involved, as well as the excellent support provided by the agency representative, professorial and teaching staff, and students. This facilitated an open, constructive, and productive exchange of views and ideas. The evaluators particularly appreciated the structure and format of the evaluation programme, which supported a comprehensive assessment of the institution.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof Roberto Sitia	Full Professor of Molecular Biology at Università Vita-Salute San Raffaele, Milan and Director of the Division of Genetics and Cell Biology at San Raffaele Hospital	Università Vita Salute San Raffaele
Prof Markus Morrison	Director, Inst. of Cell Biology and Immunology	University of Stuttgart
Prof Ana Cumano	Professor of Immunology	Institut Pasteur
Antroula Irini Kemitzi	Student	University of Cyprus
Katerina Evangelou	Student welfare expert	University of Cyprus
Michalis Tripiniotis	Building infrastructures expert	University

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

General Notes:

The Cyprus Institute of Neurology and Genetics (CING) is housed and operates from a single building located in Agios Dometios, Nicosia. The facility was purpose-built in 1995 to accommodate the operational requirements of the institute. It should be noted that the building was designed according to the standards of that time, which predated the implementation of the Eurocode Design Standards in 2012 which are the current building design regulations. During the evaluation and college visit on the 28/04/2026 no visible structural, mechanical, or electrical deficiencies have been identified, and is

worth noting that all facilities are well-maintained and in excellent condition. It is also worth noting that the institute is currently in the process of completing new facilities intended for expansion purposes; however, as these were not yet operational at the time of the visit, they were excluded from the evaluation scope. Upon completion of the new buildings, the institute has an existing plan to undertake a comprehensive renovation, modification, and upgrade of the current facility.

1.1.2 Operating License:

CING building does possess all the necessary permits in place since 2000 with no modifications taking place in the building since then.

1.1.3.1 Form 102, 1.1.3.2 Form 103, 1.1.3.3 Form 104:

The institute commissioned independent visual inspections of its facilities through a qualified civil engineer, the results of which were satisfactory. However, the inspection report identified several minor, non-structural deficiencies, with the most notable of these, in terms of health and safety, being the external stone cladding façade, which exhibited signs of deterioration. In response to the institute's engineer's recommendations, the institute carried out remedial works to provide additional support to the stone façade. During the evaluation conducted on 28 April 2026, no major issues were observed however, given the health and safety implications associated with this issue, it is recommended that this matter continues to be monitored and to be comprehensively addressed as part of the planned renovation of the existing building, anticipated to take place within the coming years. It is further noted that the institute submitted results from a more comprehensive structural analysis of the building, methodology described in Eurocode 8 – Part 3, going well beyond the requirements set by CYQAA. The results of this analytical evaluation appear satisfactory given the age and type of the structure. Given the institute's function and as a medical centre, it is recommended that consideration be given to incorporating seismic capacity upgrades to current standards as part of the forthcoming renovation works. While this falls outside CYQAA's formal requirements, it represents a prudent measure given the nature of the institution and the critical services it provides.

1.1.3.4 Fire Safety Certificate:

A fire certificate by the Fire Brigade dated 20/01/2026 was submitted.

1.1.3.5

For the mechanical equipment and machinery, a certificate issued by an independent mechanical engineer, based on an inspection carried out on 23 November 2022, was submitted by the institution. The certification remains valid at the time of the evaluation.

A certificate issued by an independent mechanical engineer, based on an inspection of the gas equipment and machinery carried out on 06 October 2025, was submitted

by the institution. The certification remains valid at the time of the evaluation. However, it was observed during the site visit on 28 April 2026 that the outdoor gas tank storage area was unsecured and accessible to unauthorised personnel. It is recommended that the institute address this immediately by reinstating a locking mechanism to ensure that access to the area is restricted to authorised and trained personnel only.

For the electrical equipment and machinery, a certificate issued by an independent electrical engineer, based on an inspection carried out on 12 November 2025, was submitted by the institution. The certification remains valid at the time of the evaluation.

Lift Operation:

Lift operation certificates were submitted by an independent expert with an inspection date of 16/10/2025.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

It is worth noting that the institute maintains and regularly updates an internal disability discrimination audit, through which defined areas of the existing building are assessed for accessibility and usability for all individuals, including those with various disabilities. The audit was submitted to CYQAA and demonstrates the institute's commitment to adapting its facilities where necessary to meet the needs of its patients, students, and visitors — in many instances going beyond the requirements of current national legislation. It is also noteworthy that the findings of this audit will be taken into consideration during the comprehensive renovation of the existing building, with the aim of eliminating as many barriers as possible and ensuring that the facility is fully accessible and welcoming to all.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor – Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Satisfactory
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Satisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

At present, the administrative staff supporting student welfare services appears adequate for the relatively small student population (75 students). The Education Office is currently staffed by three full-time administrative officers who possess the necessary professional experience and expertise in their field. However, additional administrative staff will be required as the number of students increases.

2.1 Special access for students with disabilities:

The Institute provides all the necessary infrastructure for students with disabilities.

CING has established formal procedures for the admission of students with disabilities, ensuring equal access to all academic programmes. Upon admission, students are required to complete a declaration form indicating any disabilities or health conditions, as well as specifying any support needs throughout their studies.

Following submission, the Student Welfare Officer, in collaboration with an external psychologist, conducts a comprehensive assessment to determine and implement appropriate and individualized learning support measures for each student.

2.2 Recreation areas:

The Institute has a large cafeteria located on the ground floor, offering a variety of food and beverages with subsidized prices for all students and employees.

The Institute has established a formal collaboration with the University of Nicosia, which is in close proximity. Through this partnership, students are eligible to obtain a student card and, upon payment of a nominal fee, gain access to the University of Nicosia's sports facilities.

In addition, the Institute's amphitheatre is available for student use and supports a variety of extracurricular activities, including theatrical performances, film screenings, and other cultural and academic events.

2.3 Policy and statutes for academic student support:

CING provides a supportive learning environment in which students are provided with continuous academic guidance and personalized support. As part of its academic support framework, each student is assigned one or two Academic Advisors who monitor their academic progress and provide ongoing guidance throughout the duration of their studies until graduation.

Given the relatively small student cohort, academic staff maintain close and direct engagement with students, enabling the provision of timely and individualized academic support.

Furthermore, students who prefer not to discuss personal or academic concerns with academic staff members have the option to refer to the Education Office, which provides additional support and guidance in a confidential and professional manner.

2.4 Policy and statutes for financial student support:

The Institute offers financial support to its students through tuition fee scholarships. The funds for these scholarships are available from sponsorship or CING resources; therefore, scholarships are subject to the availability of funds.

Moreover, PhD students reported that the current monthly stipend of €450 is insufficient to meet their living expenses. This financial constraint places considerable strain on their ability to sustain themselves, often necessitating additional employment during their studies. The students expressed the need for an increase in the stipend, particularly to better support accommodation costs, such as rent.

2.5 Counseling services:

Students who require additional support in their studies are provided with further guidance by tutors and academic staff through available resources. Mechanisms are in place to identify

students with academic weaknesses at an early stage, ensuring that appropriate and timely support is provided.

Furthermore, students who require psychological or other counselling services may contact the Student Welfare Officer for confidential guidance and support. Where the Student Welfare Officer determines that additional support is necessary, students are referred to appropriately qualified practitioners including a psychologist and social worker.

2.6 Career office:

The Institute does not maintain a dedicated Career Office; however, both administrative and academic staff provide guidance and support to students in identifying their strengths and areas for development, assisting them in making informed career decisions. In some cases, students may also benefit from employment opportunities within the Institute or through professional networks associated with staff members.

The Institute offers a range of workshops and seminars throughout the academic year, aimed at enhancing students' curricula vitae, skills, and knowledge across various subject areas, thereby increasing their competitiveness in the job market. These workshops and seminars are delivered by CING faculty members and, where appropriate, in collaboration with external experts.

2.7 Service linking the institution with business:

CING has established partnerships with various academic institutions and leading companies in Cyprus to promote knowledge exchange and strengthen connections between researchers and industry professionals.

Furthermore, CING also operates as an employer and, as such, its programmes are designed to align with industry needs and demands. Students are encouraged to participate in conferences, both locally and internationally, as well as in professional networks that promote collaboration between academia and industry.

In addition, as part of their studies, students are required to undertake a thesis project, which can be carried out within a real working environment, enabling them to acquire practical skills that support a smooth transition into the workforce after graduation.

2.8 Mobility Office:

CING has received the Erasmus Charter for Higher Education from the European Commission.

The Institute supports the mobility of students and staff to help improve the quality of higher education. It encourages cooperation between universities across countries, contributing to better transparency and recognition of qualifications and studies within the European Union and beyond.

2.9 Student clubs/organisations/associations:

The Institute promotes a healthy social life during students' studies and supports initiatives for the creation of student clubs and other recreational activities based on students' interests.

In addition, students elect class representatives who work closely with the Education Office to organise social activities that enhance the overall student experience at CING. Furthermore, students have the opportunity to network with local and international organisations associated with CING, such as the Thalassaemia International Federation and the Cyprus Society of Human Genetics.

2.10 Other services:

Postgraduate students at CING benefit from a significant advantage compared to other universities, as they are integrated within CING departments where they actively participate in real research and diagnostic work. They collaborate closely with experienced scientists and doctors, gaining valuable hands-on experience. This approach helps them understand how academic knowledge is applied in practice and prepares them effectively for their future careers.

Visa for foreign Students

The Education Office provides guidance to prospective international students regarding all required documentation and the procedures to be followed with the relevant government authorities.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor – Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory
Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.		
Click to add text		

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For 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, 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 Institution based on evidence from the Institution's application and the site - visit.

Strengths

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

Areas of improvement and recommendations

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

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

1. Institution'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

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. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 – 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	5
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
It seems important to add key performance indicators (1.1.7)		

1.2 Connecting with society		1 – 5
1.2.1	The Institution 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 Institution provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to add text		
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 research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	N/A
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	5
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	5
1.3.6	The funding processes for the operation of the Institution 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 feel insufficiently qualified to evaluate 1.3.2

Additionally, write:

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

Within the future development, it is expected that the majority of students will be national. Total future capacity was not communicated, but is going to increase. Plans are in place to increase the number of foreign students.

Findings

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

CING has established itself as a leader in the growth of high quality biomedicine in the state of Cyprus. The Institution demonstrates a strong and in several areas pioneering national role in diagnostics, screening, and clinical services, closely integrated with its research and education missions. Its activities are guided by a clear mission, vision, and a structured three-year strategic plan. It is highly active in research, with substantial external funding, solid publication output, and engagement in innovation through patents and industry collaborations. Extensive national and international partnerships, including participation in European Reference Networks, further strengthen its profile. The Institution has a strong reputation, reflected in positive graduate outcomes and employability. Stakeholder engagement is well established and supports programme development, and the academic community appears cohesive and aligned with institutional goals. While the strategic direction is clear, further development of measurable indicators and increased international visibility would support future positioning. CING is now in the position to establish itself as an international competitor.

Strengths

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

- Strong if not pioneering national role in diagnostics, screening, and clinical services, with integrated research and education pillars.
- Clearly defined mission, vision, and 3-year strategic framework aligned with institutional activities.
- Extensive engagement in European Reference Networks and international collaborations.
- High research activity (competitive grants, publications, patents, and industry collaborations).
- Well-established collaborations with universities and medical schools in Cyprus.
- Strong reputation supporting graduate employability and further academic progression.
- Active stakeholder engagement with structured feedback informing curriculum development.

- Very united faculty is a key strength.

Areas of improvement and recommendations

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

- Define measurable key performance indicators to systematically monitor strategic goal achievement.
- Enhance visibility and strategic positioning as a national/international hub for rare diseases and clinical research.
- Further formalise processes for tracking and implementing stakeholder feedback and recommendations.

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)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality 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 Institution has a policy for quality assurance that is made public and forms part of its strategic management.	4
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 Institution'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 Institution's activities:	
2.1.4.1	The teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	5
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	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	5

2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	4
2.1.8	Graduates receive documentation explaining the qualification gained.	5

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

[Click to add text](#)

2. Quality assurance

2.2 Ensuring quality 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 Institution 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 Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4

2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	5
	2.2.10.2	Library	5
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.10.4	Technological infrastructure	5
	2.2.10.5	Support structures for students with special needs and learning difficulties	5
	2.2.10.6	Academic Support	5
	2.2.10.7	Student Welfare Services	5

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

2.2.5: A policy is in place. We cannot comment on the effectiveness.

Findings

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

The institution has a well-functioning quality assurance system with active student participation and a strong culture of continuous improvement. Course evaluations are systematically implemented, and feedback mechanisms include students and alumni in meaningful ways. Admission procedures are transparent, and programme requirements are clearly communicated. The Institution responds to emerging developments, including integration of artificial intelligence into teaching. Curriculum review processes are structured and institutionally supported, enabling adaptation and innovation. Student representation is embedded in decision-making and contributes to high satisfaction levels. While effective in practice, further formalisation through performance indicators and systematic reporting of progression and completion data would improve transparency and monitoring.

Strengths

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

- Well-implemented course evaluation system with active student participation in feedback processes.
- Strong culture of continuous improvement, with responsiveness to emerging topics (e.g., AI integration).
- Transparent admission procedures and clear communication of programme requirements.
- Effective mechanisms for student representation and involvement in decision-making.

- Structured processes for curriculum updates with institutional support for innovation.
- Clear indications for inclusion of alumni in QA.

Areas of improvement and recommendations

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

- Further formalise quality assurance processes with clearly defined performance indicators and benchmarks.
- Ensure reporting of success in student progression, but also withdrawal and non-completion data.
- Clarify and standardise policies on AI use in assessment and plagiarism detection for both students and staff.
- Keep abreast of the use of AI in teaching, training and diagnostics.

Please select 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 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

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 in force and the Institution's declared 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 based on specified procedures, in the management of the Institution.	5
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	4
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	4

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. 3.6.: It remains unclear to us if internal reports are formally distributed to staff and/or students (e.g. QA board findings). 3.7.: The committee hopes best practice guidelines as in place and enforced, and routes to flag scientific misconduct are constantly updated.		

Findings

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

Administrative structures and processes are efficient, supportive, and well aligned with academic activities. Admission procedures are smooth and include personalised elements such as interviews, contributing to a positive applicant experience. Student onboarding, particularly for international students, is well organised and supports early integration. Communication between administrative staff, academics, and students is effective and fosters a collaborative culture. Students report high satisfaction with administrative support and responsiveness. Overall, administration is a strong enabling component of institutional operations. Opportunities remain to further strengthen collaboration with other higher education institutions and expand structured student support services.

Strengths

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

- Efficient and supportive administrative processes, particularly in student admissions and onboarding.
- Strong communication between administration, academic staff, and students.
- Well-structured student induction processes.
- High level of student satisfaction with administrative support and responsiveness.

Areas of improvement and recommendations

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

- Explore opportunities for deeper institutional collaboration with other universities (e.g., joint courses or degrees).
- Consider additional structured support mechanisms for both national and international students (e.g., housing assistance).

- Consider the QA committee to be given more independence.

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 Institution provides an effective system for designing, approving, monitoring and periodically reviewing 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	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to add text		
4.2 Organisation of teaching		1 - 5
4.2.1	The Institution 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 Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to add text		

Findings

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

Learning and teaching are characterised by a supportive and interactive environment enabled by small cohorts and close student-staff engagement. Programmes integrate research, clinical practice, and teaching, particularly in medical areas, providing applied learning experiences. A broad range of methods is used, including problem-based learning, case studies, and practical exposure, supported by external experts and industry partners. Transferable skills training is well embedded, and students report high satisfaction with workload balance and outcomes. The institution adapts curricula flexibly, including in response to developments such as artificial intelligence. Some programmes could further strengthen interdisciplinary and technical content and maintain focus on core academic skills such as scientific writing.

Strengths

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

- Small cohort sizes enable personalised mentoring and close student–staff interaction.
- Strong integration of research, clinical practice, and teaching, particularly in medically oriented programmes.
- Very well-developed teaching methods (e.g., problem-based learning, case studies, practical exposure).
- Active involvement of industry professionals and external experts in teaching.
- Well-developed transferable skills training embedded in curricula.
- High student satisfaction with workload balance and learning experience.
- Flexible and responsive approach to curriculum adaptation, including AI-related changes.

Areas of improvement and recommendations

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

- Address potential gaps in specific programmes (e.g., Biotechnology), including bioengineering, biofabrication, and process engineering content.
- Ensure continued development of students' scientific writing and reasoning skills in light of reduced emphasis on written theses.
- Explore opportunities for interdisciplinary skill development, particularly for non-medical programmes.
- Consider mechanisms to allow faster curriculum updates where needed, while maintaining quality assurance.

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

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

5. Teaching Staff (ESG 1.5)

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

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

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	4
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.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of special teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The number of special scientists on lease services subject areas adequately support the Institution's programmes of study.	4

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

5.3: Encourage process of inviting international visiting scientists to give lectures, ideally in a context of also matching them as external advisors for PhD students.

Also, write the following:

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

Click to add text

Academic (teaching) staff working full-time and having exclusive work: 24 out of 25 Faculty

Special teaching staff working full-time and having exclusive work 44 (Faculty Associates, Academic Year 2025-2026)

“Visiting Professors”: More than 50 (for the period 2021-2025)

Special scientists on lease services: 0

Findings

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

The institution benefits from a strong teaching staff profile and a favourable staff-to-student ratio enabling close supervision and mentoring. Teaching is enriched by visiting lecturers and external experts, increasing diversity and relevance. Recruitment and professional development follow clear strategies aligned with institutional priorities. Engagement between staff and students is high, fostering a supportive academic environment. Teaching staff contribute significantly to programme quality and student experience. Further improvement could come from adapting supervision structures by inclusion of an external thesis advisor to challenge, constructively criticize and help, and from expanding teaching roles for doctoral candidates.

Strengths

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

- Strong staff-to-student ratio enabling high-quality supervision and mentoring.
- Active involvement of visiting lecturers and external experts in teaching delivery.
- Clear strategy for staff recruitment and professional development.
- High level of engagement between teaching staff and students.

Areas of improvement and recommendations

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

- Consider formalising a role of PhD students in teaching activities where appropriate, especially if this can be a means to supplement student stipends.
- Introduce external advisory/thesis committees to further strengthen doctoral supervision.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 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 Institution has a research policy formulated in line with its mission.	5
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	5
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	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 Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.7	The Institution 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
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11	The programmes of study implement the Institution's recorded research policy.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. 6.9, 6.10: The committee finds it difficult to express an opinion due to the international variability.		

Findings

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

The institution has a strong research profile with high publication output, competitive funding, and translational impact. Research is closely integrated with teaching, providing students with exposure to current methods and developments. Active collaboration with industry and participation in international networks further strengthen the research environment. Access to unique clinical data and rare disease cohorts is a major asset. While performance is strong, opportunities exist to refine publication strategies (e.g. avoidance of grey-zone/poor reputation publishers) and strengthen positioning in emerging areas such as artificial intelligence. Further development of doctoral programme guidelines to avoid premature publications of papers and to increase depth of investigations.

Strengths

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

- Visible research output with significant grant income, publications, and translational impact.
- Excellent integration of research into teaching and student training.
- Active collaboration with industry and participation in international research networks.
- Access to unique clinical datasets and patient cohorts, particularly in rare diseases.

Areas of improvement and recommendations

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

- Develop institutional guidance on publication strategy (journal reputation, reduce number of publications in journals by "grey zone" publishers).
- Review doctoral programme regulations to avoid unintended constraints on highly visible publications and to avoid premature publications.
- Strengthen positioning in emerging areas such as AI and bioinformatics to further enhance competitiveness.

- Further expand participation in international consortia and clinical trials.
- Improve consistency and completeness of provided academic CVs to better reflect research performance and visibility.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Compliant

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 – 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Institution's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
7.6: The committee is not informed at sufficient detail on financial audits of the institution.		

Findings

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

The institution can count on strong physical and organisational resources, including modern infrastructure funded through national and European investments. Laboratories, equipment, and clinical facilities are of high quality and well used for research and teaching. Resource sharing across groups is well established and supports efficiency. The campus is accessible by public transport, and communal spaces foster interaction among students and staff. Library

services effectively support academic work and study needs. Overall resources are strong, but challenges remain regarding financial support for doctoral candidates, particularly stipend levels and funding stability, which may affect recruitment and retention.

Strengths

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

- Strong infrastructure, including recently developed facilities supported by national and European investment.
- Good access to laboratories, equipment, and clinical resources for student training.
- Effective sharing of equipment across research groups.
- Good accessibility of the institute via public transport.
- Vivid canteen as a space to meet and interact for students and staff.
- Effective library regarding service and space for students.

Areas of improvement and recommendations

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

- Consider increasing PhD stipends to higher levels to attract and retain high-quality candidates, so as to allow social independence.
- Address disparities in funding between different PhD funding schemes.
- Explore sustainable financial models to support doctoral candidates (e.g., external funding, partnerships, bank loans).

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

E. Conclusions and Final Remarks

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

The committee was most positively impressed by the overall quality of the institution, staff and students, and wishes it to continue its pioneering role in closing the gap between the bench and the bedside.

The committee sees CING as central for biomedical services and patient care, higher education, and for disseminating highly relevant research findings in the state of Cyprus and beyond. That said, key opportunities for further improvement include the development of more systematic performance indicators so as to increase international visibility. Strengthening doctoral training structures, including supervision frameworks and financial support, would further boost research capacity and quality. In teaching, continued emphasis on interdisciplinary content and core academic skills such as scientific writing is recommended.

Developing high quality science with strict standards is the best investment for the growth of CING from national to international competitiveness.

F. Signatures of the EEC

<i>Name</i>
Prof Roberto Sitia
Prof Markus Morrison
Prof Ana Cumano
Antroula Irini Kemitzi
Katerina Evangelou
Michalis Tripiniotis

Date: 29.04.2026

