Doc. 300.2.2

Date: 11 June 2022

Institution
Response
(Institutional Evaluation)

- **Higher Education Institution:**
  European University Cyprus
  School of Medicine – Frankfurt Branch

- **Town: Frankfurt, Germany**

- **Institution Status:** New Institution

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*

- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*

- *Under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

1. Building facilities

1.1 Plans and licenses

Findings

- **A visit around the area/quarter together with the campus manager Dr. Bux revealed that the whole area provides enough space both external for parking lots, security areas and within the buildings via reconstruction of the four floors for the needs of a school of medicine.**

    We would like to thank the EEC for recognizing that the area and building chosen for the Frankfurt Branch provides ample space to support the infrastructure requirements.

- **The whole area is owned by a real estate agency that has a comprehensive plan to develop the quarter into a "mixed urban area" for living, recreation, learning, shopping and working. The school of medicine should play an important role for contributing higher academic education into the whole concept. The plan has already been adopted by the Frankfurt city administration.**

    The comprehensive develop plan of the quarter, will allow the School of Medicine to contribute to the overall and higher education of the region.

- **The medical school will temporarily be established in the main building that has previously been occupied by the local chamber of physicians. Reconstruction of all floors will allow the medical school to start their educational programme by the end of September 2022 and run it for the next five years. Meanwhile, the final medical school campus will be erected nearby.**

    As noted by the EEC, the reconstruction of all floors of the main building is such that will provide ample space and capacity to support the educational program in September 2022.

- **Security concept: The fire protection concept, air circulation, electrical and mechanical installations fall under German legislation and regularities and will be externally checked upon completion of all construction works. In addition to all requirements, the construction plans contain an external empty tube for the fire brigade to provide water to the upper floors immediately, and three external emergency staircases for all floors in addition to the central staircase in the building.**

- **The reaction time of the fire brigade in case of any emergency is 2 min, 40 sec.**

    EUC has made a concerted effort to ensure full compliance with all German legislation with regards to security, health and safety in the refurbished building.

- **An assessment for healthy working conditions for both staff and students was not possible at the time of this evaluation as there is still no routine work in the building. Healthy working and studying conditions can be recommended based on the construction plans in the folders, see below.**

  > We would like to thank the EEC for recognizing that while it is not possible at the current time to assess working conditions as it is a new School, that based on the construction plans healthy working and studying conditions can be recommended. The School intends to fully adhere to the plans made available to the EEC during the site visit.

Strengths

- **Teaching infrastructure, being situated in the Western part of Frankfurt, the connections by public transportation are optimal – also for the temporary situation of the medical school in the central former office building.**

  > One of the advantages of the site is very close proximity of public transportation. The U-Bahn and Bus station are just a 2-minute walk. In addition, car sharing points are also within a few minutes' walk, in addition to the scooter program which is readily available.

- **However, student housing situation is difficult and should be supported by the medical school administration.**

  > We agree that as with most large cities, student housing in Frankfurt can be difficult. The administration of the School of Medicine will support students in finding housing. The School leadership has already identified a few student housing opportunities that will be made available through the "Greek Home" in the vicinity of the St. Elizabeth Hospital (5 min car drive and 20-minute walk from campus). We recognize the importance of supporting students to find appropriate housing and will augment this effort in preparation of our first cohort of students.

- **With further development planned, and an increase of enrolled student numbers, expansion in lab space and research facilities will be required and can be based on the plan to move to a well-tailored new building on the campus after five years.**

  > We fully concur with the EEC observation with regards to the future evolution of infrastructure needs. Note that the new building is quite large and more than amply covers the needs of the program. Hence, notable expansion of research facility space, as well as teaching laboratory space has been planned to support an increase in the number of enrolled students, and the research needs of both staff and students.

- **The total space for auditoria, seminar rooms, offices, cafeteria etc. will be sufficient for the starting phase of the medical education programme of the Frankfurt branch.**

The infrastructure plan was made to ensure sufficient running of our educational program, allowing for the multiplicity of teaching and support spaces on the one hand, and practical teaching on the other hand.

- **The overall security concept (fire protection, emergency aid, emergency shut-offs, evacuation plans etc.) is optimal and very suitable for the already established (and now internally reconstructed and revitalized) building(s).**

  We are pleased that the EEC found that our overall security concept is optimal for the safe running of the refurbished building.

Areas of improvement and recommendations

Safety/security

- **After the start of the routine processes, a written risk assessment must be added to all job/work descriptions after first semester. This will be at the interface between safety issues of the infrastructure and work safety issues.**

  As is policy at EUC, a complete risk assessment will be prepared for each type of employment carried out in the Frankfurt branch. To this will be done by the Health and Safety officer (SiBe - Sicherheitsbeauftragter) who will be recruited for these purposes, as outlined below and was discussed during the site visit.

- **Training on how to evacuate a lab, a seminar room and an auditorium should be done on a regular basis and the results/weaknesses documented accordingly.**

  We understand that regular evacuation drills essential, including documentation of the time necessary to evacuate the whole building. Regular training and fire drills will be done be the Health & Safety officer, in alignment with the EEC recommendation.

- **Standard operating procedures for accidents, health incidents/threats must be developed.**

  As is policy at EUC, SOPs for critical events will be will be available from the first day of operation of the branch.

- **Focal points within the staff responsible for safety trainings, fire protection and other safety issues must be identified (and trained).**

  The identified Health & Safety officer and first aider (who is also responsible during fires) will be trained, accordingly to take on the responsibility for safety training and other related issues.

Health

- **In Germany, there is the programme "healthy university" (Gesunde Hochschule) with special additional requirements for recreation areas, sport activities, green environment. A certificate can be issued if these requirements are fulfilled.**

    We are aware that the initiative "Gesunde Hochschule", that offers support and cooperation at the university level. As suggested by the EEC, this will be considered in the future as the student, faculty and staff recruitment progresses.

- **Medical check-ups for all staff members must be organized (occupational medicine).**

    As recommended by the EEC, we are in the process of assessing organizing medical check-ups for staff members with one of affiliated health centers to be in place at the onset of operations.

- **As construction works will accompany the first years of the Frankfurt branch, a policy should be developed and implemented to protect staff and students from dust, noise and potentially threatening situations.**

    The recommendation of the EEC is well noted, and it will be fully implemented without any deviation of the regulations.

1.2 Other facilities

    We would like to thank the EEC for finding our other facilities (number of teaching rooms, offices, laboratories, etc.) in the building appropriate to run the Medical Program.

Areas of improvement and recommendations

- **The answers above within 1.2 *Other Facilities* refer to the starting phase of the medical school, when a limited number of students will be at the main building at the same time. Enrolling more and more students in the coming years will require more space. There should be a plan B in case of delays or difficulties with providing the new campus facilities.**

    In alignment with the EEC recommendation, the building has more than ample space to cover a fully running program, and has more educational and support spaces that would be required.

2. Student welfare services

Findings

2.1 Support will be offered to students with disabilities (physical as well as psychological). There are internal regulations concerning "disadvantage compensation/reasonable adjustment" for disabled students and there is psychological counselling available on call. The rooms are mostly wheelchair accessible.

> The School is committed to providing students' scientific excellence and education. Our aim has been to address the multiple needs of students so as to support them throughout their academic journey. The underpinning philosophy of our School stems from the fundamental values of the World Health Organization about health and wellbeing, and emphasizes the role of physical, mental and social health in academic achievement and later life. Congruent with this, we have developed a network of academic and mental health services and resources. Our aim is to facilitate our students adapt to the new academic environment, enhance their capacity to personal autonomy and independence and provide additional help to those facing increased stress levels, learning difficulties and other psychosocial problems, which are often associated with poor academic performance.

2.2 The premises of the Frankfurt branch provide a cafeteria for students, recreational space in the surrounding area according to the map and student rooms with kitchenette and balcony in the building. However, there are no university-owned facilities for sports/music, so only a limited number of recreational offers will be possible.

> As noted by the EEC, the recreational spaces are provided in the surrounding area of the Frankfurt branch as noted on the map provided. We believe that these will cover the needs of all our students.

2.3 Academic support is being provided by the academic and clinical advisors. A special orientation week is offered at the beginning of studies.

> In addition to the student personal advisors who assist with course registration and other similar procedures, the School has made concerted effort to ensure that students can have one-on-one feedback regarding their performance. The Academic or Clinical Advisors provide overall guidance to the students assigned to them so that the students can improve in the attributes required throughout the curriculum. In accordance to the advising system, all academic advisors follow-up all students routinely and have regular meetings (at least once per semester) in order to monitor their progress. During these follow-ups,

confidentiality is of outmost importance. Additionally, as noted by the EEC, the School has initiated a more extensive New Student Orientation program to introduce concepts that would help improve performance, by addressing what is expected and how to study in medical school. These include: "Power of simulation in medical education", "Independent study resources", Cultural competence", "Academic support services", "Study skills workshop", among others.

2.4 Scholarships are offered and support is given to students in difficult financial situations (e.g. students from Ukraine). The EEC heard that support will be provided for finding accommodation, which is affordable for students.

Because of our international student body, the financial aid office finds means to assist students in times of crisis by relaxing the demands, for example the Lebanon crisis last year or the current Ukraine crisis.

EUC has a Housing Office that is committed to finding a safe and well-maintained environment for students, assisting students find accommodations according to their personal needs and budget. The Frankfurt Branch will provide support for off-campus accommodations, as does the Nicosia campus according to the needs and budget of the students. As noted above, the School Leadership has already identified a few student housing opportunities that will be made available through the "Greek Home" in the vicinity of the St. Elizabeth Hospital (5 min car drive and 20-minute walk from campus).

2.5 There are various counselling options offered from:
- the personal advisor (for administrative help and for orientation) as well as informal counselling from the administrators for everyday life questions
- the academic advisor (for all questions related to teaching & learning)
- clinical advisor (at the hospital).

As noted above, in addition to the student personal advisors who assist with course registration and other similar procedures, the School has made concerted effort to ensure that students can have one-on-one feedback regarding their performance. The Academic or Clinical Advisors provide overall guidance to the students assigned to them so that the students can improve in the attributes required throughout the curriculum.

In addition there are counselling offers like stress management or other online offers from the Student Relationship Office.

Both the School and the Student Affairs Office provide stress management and tips on how to study, etc. during new student orientation, as well as in various online events that will be available to our students in Frankfurt.

2.6 The university helps the students with the transition from university to the employment phase with CV preparation for an international job market and there are specific counselling offers.

> We are pleased that the EEC recognizes that all of our students are offered a wide range of career support and services, including counseling, helping students with job serach methods, how to do a job interview, how to write a CV and more.

2.7 Link to Employers: Placement to hospitals / primary care: it is planned to cooperate with nearby teaching hospitals (or shuttle services will be made available in case of far distances)

> EUC offers important links to employers via numerous platforms that will be available to our students in Frankfurt. These platforms will allow our new students to connect with 3,000 companies, including research centers, hospitals & clinics. It is noteworthy, that EUC is part of the EURES network, a career center for the European Union with over 2 million posting per year.

> As noted by the EEC, the school is pleased that on the day after the site-visit negotiations to cooperate with a nearby teaching hospital (St. Elizabeth's), were successfully initiated. This teaching hospital is a 5 min drive or 20-minute walk, and within the public transportation network.

2.8 Externships all over the world and Erasmus+ co-operations of the Medical School are available.

> All of our EUC medical students have the opportunity to participate in summer externships in prestigious highly ranked institutions all over the world for additional clinical and research training. The student experiences at these sites greatly enrich the EUC student by providing them the opportunity to learn in a wide variety of environments. In addition, the Medical School has established notable Erasmus+ co-operations.

2.9 Student clubs are planned for the Frankfurt branch (similar to the ones in Cyprus). The university will encourage and support student initiatives to be founded in Frankfurt, e.g. in cooperation with society. An "inclusive culture" is being promoted by the department.

> The School strongly supports student initiatives for clubs and community efforts. During the New Student Orientation planned before the onset of the semester, the School intends to introduce new students to the possibilities of some activities in open dialogue with EUC medical students in Nicosia.

Strengths

- **There is an excellent service infrastructure for students provided by EUC.**

We would like to thank the EEC for this observation. A concerted effort was made to ensure the same quality of services are available to all of our students.

- **Both students' academic and personal cares will be taken care of.**

  Thank you for this comment. EUC considers its care of students and staff one of its best assets, and is committed to making all efforts to ensure that their needs are covered.

- **The service offers both online and on-site counselling and will be adapted to the needs of the students of the Frankfurt branch.**

  We are pleased that the EEC recognizes our efforts to ensure that Student Services will be comprehensive. Online counselling, identical to that offered to students in Nicosia, will be available to students in Frankfurt. On-site counseling by academic advisors or for psychological support will be available on-site.

- **The service will take account of the international and intercultural diversity of the student body.**

  As noted by the EEC, the School encourages, supports and nourishes cultural diversity. We strongly advocate that cultural and socio-economic diversity offer the students and the faculty a dynamic learning environment. We also believe that learning with a culturally diverse student body, may help better prepare students to work with patients from different cultural / ethnic backgrounds. In general, the school promotes a culturally inclusive teaching environment aimed at developing culturally competent healthcare workers.

Areas of improvement and recommendations

- **EUC should offer applicants with complex needs a consultation with medical and clinical educators before the start of their studies, to plan required adaptations to the facilities and reasonable adjustments to the learning.**

  We agree with this helpful recommendation, and suggest that a consultation with academic advisors be liaised by the personal advisor upon the student's enrolment to assist students with complex needs by planning any necessary adjustments to their educational experience.

- **The School should consider how to gradually extend the recreational offering to students.**

  The School agrees with the EEC and as done in Nicosia and in accordance with the future development plans of the area, intends to expand the recreational activities offered to students.

- **The School should explore options to provide their Frankfurt students with funding for a "semester ticket", to use public transport with a discount, in view of the limited recreational facilities on site.**

  The "semester ticket" is an important offer that the School intends to offer its students. The School leadership has already initiated contacts and relevant processes.

- **The School should provide information and arrange for advice and counselling to be offered to those who would like to consider changing their career orientation from medicine to a different discipline.**

  We would like to thank the EEC for this suggestion. Academic Advisors are responsible for assisting the student in defining and developing realistic educational goals, in keeping with his/her abilities, skills, interests, and career aspirations. We believe that the academic advisor may be able to serve as the first point of contact for students who would like to consider a change in career orientation. This is something we have experienced in Nicosia, where Academic Advisors have consulted and facilitated students wishing to change orientation to basic research, nursing and physical therapy. In turn, further guidance would be available via the fairly comprehensive EUC career center with numerous activities and support options to facilitate students in consolidating their career choices.

- **EUC should consider providing financial support for externships**

  EUC medical students have the opportunity to participate in summer externships in prestigious highly ranked institutions all over the world for additional clinical and research training. To offer opportunities to more students, the School now provides two annual scholarships per each academic year based on financial need and academic criteria. As the Frankfurt branch matures, School aims to augment the number of financial support opportunities offered to our students for externships.

3. Infrastructure

Findings

3.1 There will be 32 places in the library according to the documents (plus additional places in the study rooms nearby), which will be open during office hours and there will be online access to library services as well as a selection of essential hardcopy books. A librarian will be on site at the Frankfurt branch.

The library was designed in the refurbished building to provide comfortable study space for students.

3.2 There are separate computer rooms for research and for Computer Assisted Learning (CAL) and also printers will be available

The School has defined two (2) Computer Assisted Learning (CAL) rooms with 20 computers each that will serve both for learning activities, but also for the research and study needs of our students.

3.3/ 3.4 According to our discussion with the EUC staff there will a person hired for technological & technical assistance at the Frankfurt branch. The EUC learning platform will be used to support the learning process and there will be technical support for this and other online tools.

Technological support will be provided by the IT staff member to be specifically hired for the Frankfurt branch. Additionally, technological assistance will also be provided online (as was effectively achieved during the COVID Pandemic).

Strengths

- **There is an excellent, modern and comfortable infrastructure adapted to the needs of the Frankfurt students.**

  We would like to thank the EEC for recognizing that our School facilities and infrastructure are excellent. We have worked hard, to maintain our Frankfurt estate at the highest standards, and take extreme pride in ensuring a powerful and welcoming learning/working environment for the entire medical school community.

- **The learning environment and technological support offers are well designed to support the learning process of the students.**

  The School is extremely pleased that the EEC found that the new premises offer an effective learning environment and technological support for our students. We have worked hard, to provide an estate at the highest standards, and take extreme pride in making a powerful and welcoming learning/working environment for the entire medical school community. We take particular pride in our skills rooms, simulation center, laboratories and classrooms.

Areas of improvement and recommendations

- **The capacity and opening hours of the library must be kept under review with the gradually increasing size of the student body.**

  The capacity of the library and study spaces will be reviewed by the School leadership as the school develops, and will also be considered in the future

facilities. The School leadership will also consider student's needs for longer access to the library, as well as study spaces and resources for extended hours. The online library system allows students to access all necessary learning materials at all times.

- **Infrastructure (screens) and assistance should be provided for hybrid class meetings that allow for interaction with people in the room and people at home.**

    The technology in place in conjunction with Blackboard collaborate can achieve the result of audio and visual interaction for all stakeholders (Instructor, in class students, online students). At the same time if the instructor wishes to record the session he/she can do so and can also share the link of the recording with the rest of the class. Detailed instructions, as well as training will be provided to instructors.

1. **Institution's Academic Profile and Orientation**

> **Sub-Areas**
>
> **1.1 Mission and strategic planning**
> **1.2 Connecting with society**
> **1.3 Development processes**

Findings

- **The aims of the School were addressed through the Mission and Vision which were clearly stated on the website and in the documentation that stem from 2019.**

    We would like to thank the EEC for recognizing that the School has addressed its aims through its Mission, Vision and Core Values and have made this available on our website and documentation. Once the Frankfurt Branch has operated for one year, we will assess whether any re-phrasing of our Mission, Vision and core Values will be required with the relevant stake-holders from Frankfurt.

- **The official documents at that time contained clear learning outcomes and there were several other frameworks including competences, ACGME framework, WFME standards, EPAs* and milestones. The EEC received the Clinical Competence Roadmap which represent an effort to harmonise the relationships between the different competencies frameworks with learning outcomes and EPAs.**

    *An EPA is an activity that integrates knowledge, skills and attitude across competency domains that are grounded in clinical practice

    We would like to thank the EEC for this comment. The School (through the focused efforts of various committees, including the Program Committee, Structure and Function Committee, Clinical Training Committee, among others) dedicated a tremendous amount of time to define learning outcomes and link them to competences appropriate for the clinical practice of the Medical School graduate.

- **Excerpts from official documents and interviews demonstrated that the School had autonomy to develop the medical curriculum with advice from the Advisory Body, and to operate its own budget.**

    We are pleased that the autonomy of the School was evident to the EEC across documentation provided and interviews with regards to the development of our curriculum and operation of our independent budget.

- **The Medical School has many specific policies and procedures and did not report any difficulties in seeking exemptions from standard University policies except for how to decide which students should pass and fail.**

As noted by the EEC the School has an effective working relationship with the University. Based on the helpful recommendations of the EEC, the School will explore working with the University on ensuring pass and fail policies are relevant and appropriate for ensuring medical competence.   This is also discussed below with regards to the 60% cut off grade.

- **The documentation describes student representation with voting powers on several of the Committees, including the Programme Committee, the Quality Committee and the School Council. Students contribute to all issues in committees except those relating to appointments, promotions, personal issues, and budgets. Students are included in other Governance Committees that are focused on curricular functions.**

  As noted by the EEC, medical students are stakeholders in the School and as a result they participate with voting powers in central Governance committees, particularly Program Committee, School Quality Assurance Committee, School Council and Senate of the School and the University, respectively.

- **Technical staff, administrators and patient groups have been included in the Advisory Board and/or other Governance bodies/committees.**

  We have made a sincere effort to include all stakeholders in the process of creating the Schools aims, including our technical staff, administrators, librarians and patient groups and define the addition of these stakeholders through their inclusion the Advisory Board and/or other Governance bodies/committees.

- **The EEC heard about Action Plans arising from programme evaluation and review, and read a Strategic Development Plan.**

  As noted by the EEC, Action Plans were prepared in response to our previous requests for external reviews. These external evaluations were aimed at defining strengths and weaknesses in order to fine-tune our program and development.   Action Plans, as well as the reports, were among the documentation made available to the EEC during the site visit for accreditation of our program in December 2019.

- **The EEC read a strategic plan for research and innovation.**

  A Strategic Development Plan, with particular focus on Research, was also made available to the EEC during the site visit for accreditation of our program in December 2019.

Strengths

- **All stakeholders sit on relevant committees with voting rights and contribute to policies and creating the Mission and Vision**

  As noted above, and in accordance the EEC's recommendation during their review of our program in December 2019, we have made a sincere effort to include all stakeholders in the process of creating the Schools aims, including students, our technical staff, administrators, librarians and patient groups and define the addition of these stakeholders through their inclusion the Advisory Board and/or other Governance bodies/committees. Governance bodies will also include stakeholders from the Frankfurt branch.

- **There is an Advisory Board that functions to assure the input from all relevant stakeholders but representatives from professional organizations, patient representatives and the health sector relevant for the Frankfurt branch are yet to be recruited.**

  We are grateful that the EEC recognizes our efforts to ensure input from all relevant stakeholders in our Advisory Board, with the onset of the Frankfurt branch, patient representatives relevant to the Frankfurt branch will be recruited.

Areas of improvement and recommendations

- **The School must consider how to track learning outcomes across the years to ensure their objectives are met; for that purpose, advice from an expert in curriculum design should be considered.**

  According to ECTS Users' Guide, p. 47 Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning. An outcome-based education approach, such as the EUC Medical Curriculum embraces a more sophisticated consideration of student progression and the monitoring of students' progress though the curriculum. The EUC model revisits the same topics in its curriculum with what was presented as "increased difficulty". We would like to clarify that this increased difficulty model uses the Harden model (2007) to track exit learning outcomes in 4 domains: namely:

  1. Increased breadth (increase the breadth of their mastery of a learning outcome by extending their area of competence to new topics or different practice contexts. They learn additional clinical skills, practical procedures or approaches to investigation or management of a patient, along with the initiation in the basic communication skills).

  2. Increased difficulty (an increase in depth of study or level of difficulty rather than an increase in breadth. This may involve a more in-depth understanding of a physiological mechanism or alternative views as to the pathogenesis of a disease. This is also related to the development of more sophisticated communication skills)

3. Increased utility and application in practice, leading to a better and deeper understanding of the curriculum of the concepts they have learned in the preclinical curriculum and the first 2 years of the clinical curriculum.

4. Increased Proficiency in which progression can be associated with an increased proficiency of the student with more efficient performance as exemplified by less time required for a task such as taking a history from a patient or carrying out a procedure, the achievement of higher standards.

The table below exemplifies the tracking of learning outcomes as they are developed in the 4 domains and is scheduled to be added in the e-portfolio, scheduled to be launched in September 2022, both for Nicosia and Frankfurt.

Increased Breadth	Increased Difficulty	Increased Utility	Increased proficiency
• New topics • Different practice concepts	• In-depth understanding • Application to more complex situations • Less obvious or atypical cues	• From general to specific • Shifting to the practice of medicine • Move to integration into the role of a doctor	• More efficient performance • Less need for supervision • Takes initiative and student exhibits proactiveness

The progression of a student to the 12 learning outcome domains as adopted in the "Scottish Doctor" is charted with the achievement of the minimum standards required in each outcome domain noted at the end of the first phase or cycle of the undergraduate programme, the achievement by the end of the undergraduate programme. This featured has been predicted to be included in the e-portfolio. Moreover, EUC Nicosia has used experts in curriculum design from King's College (Professor John Rees and Dr. Despo Papachristodoulou) in 2018 and adjusted the curriculum presented to the EEC in 2019. They have been invited to visit Both Nicosia and Frankfurt Campuses to review the curriculum after the curriculum in Frankfurt will have completed its first year of operation.

- **The School must ensure that all relevant stakeholders from the Frankfurt branch contribute to the Mission and Vision through participation in all relevant committees with voting rights that contribute to policies.**

As noted above, with the onset of the Frankfurt branch, patient representatives relevant to the Frankfurt region will be recruited to participate in relevant committees with voting rights that contribute to policies.

- **The School must identify external stakeholders for the Frankfurt branch that provide input to their policies and thereby their mutual benefit.**

    In continuation of the above, with the onset of the Frankfurt branch, external stakeholders that are relevant to the Frankfurt branch will be identified and recruited included to provide input to policies

- **The School must bring more focus on their current main research areas to be able to achieve excellence in their research.**

    We agree with the EEC with regards to bringing more focus on current main research areas. The original research strategic plan was broad to facilitate faculty development and research diversity. As the School has matured, and as presented during the site-visit, the current research focus areas include: 1) Cancer Biology (further supported by interdepartmental MSc and PhD programs); Medical Education (further supported by a MSc program); Infectious Diseases & Immunology (several faculty members serve on key national and international research posts for clinical and preclinical work) and neuroscience (functional neuroanatomy). Faculty research efforts are further supported by a strong research network, including Max-Plank Institute and the Biomedical Research Foundation of the Academy of Athens (for Neuroscience), the Gottfried Schatz Research Center in Graz, Calder Lab of University of Southhampton, Froguel Lab Imperial College of London and ELPEN research institute (for immunology, immunogenetics & epigenetics) and the International Network for Healthcare Worker Education (for Medical Education), to name a few. The School will further focus research areas to promote faculty and staff to achieve excellence in their research efforts.

- **The School should refocus their strategic staff recruitment plan to attract expert personnel in the key areas of research and medical education.**

    The School has recently recruited and hired an expert in Medical Education (Dr. V. Raffay), with a contract that started January 2021. This new faculty member co-coordinates the School's MSc in Medical education and will work with experienced faculty in various onboarding or training activities. The School intends to include in the future Frankfurt recruitment plan, an expert in medical education, as also discussed below.

    The School also recently hired one faculty member, with a strong research background in epidemiology/public health (Dr. T. Lytras), and is currently interviewing for Senior Medical Research. (The first openings did not identify suitable candidates, presently the Faculty Selection Committee is reviewing candidates for the 3rd opening of the post.) The School intends to include in

the future Frankfurt recruitment plan, a Senior Researcher, as also discussed below.

- **The Frankfurt branch must develop their own 'SMART' Strategic Development plan with an indication of how it relates to the Action Plans of the Cyprus branch and with a timeline to help guide and manage these plans. The plan must focus on the development of research and education within the Frankfurt branch against its current resources, along with plans on how to scale up in response to increased student numbers. This plan should be communicated to all stakeholders.**

    The Nicosia campus has developed its strategic 5 year plan and it has been provided to the EEC in the response to the programmatic evaluation of the MD program of Medicine. In this SMART plan, EUC Medical School has devised 3 strategic pillars and 2 enablers. For the Frankfurt branch we can not still address strategic pillar 3 (clinical Training), but we can address the remaining 2 strategic pillars. We have also included short term metrics (as deliverables for the site visit) and midterm relevant metrics, which may need to be modified as the local stakeholders express the local needs of the German Society. The tables below summarizes the SMART plan for Frankfurt and point to their association with the Nicosia campus.

STRATEGIC PILLAR I		
EDUCATION	TIMELINE	
Objectives	Short-term	Mid-term
Develop a community of learners committed to self-improvement Strengthen the focus on quality assurance and improvement process through student and staff evaluation of the program Build on the strength of our undergraduate medical education program Ensure students are competent in knowledge, practical and clinical aspects, as well as professionalism in separate domains	Full scale deployment of the e-portfolio Tracking of learning outcomes and initiation of mapping each student on the 12 domains of "the Scottish Doctor" Invitation of External Curriculum experts from King's College Implementation of reflective exercises for the first year of studies in Frankfurt Training of the Frankfurt faculty in the various aspects of Education	The Mid-term metrics of year 3 will be implemented as they are now happening in the Nicosia campus, however, with the input of the stakeholders from the Frankfurt branch.

Maintain excellence in our infrastructure necessary to deliver cutting edge curriculum and ensure our educational mission		

The Education pillar has the same strategic objectives as the SMART plan in Nicosia, however the metrics have been modified to address the different stages in Nicosia and Frankfurt.

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STRATEGIC PILLAR II		
RESEARCH	TIMELINE	
Objectives	Short-term	Mid-term
Invest on the existing expertise of the core faculty, allowing autonomy in research in both campuses Enhance collaboration between the Frankfurt and the Nicosia Campus (the Nicosia campus has created 5 pillars of research) Promote scientific literacy, knowledge and understanding of research methodologies in EUCMS students	Research mentoring External Review of the quality of produced research Initiation of scientific literacy for our first-year students Protected research time for faculty	The Mid-term metrics of year 3 will be implemented as they are now happening in the Nicosia campus, however, with the input of the stakeholders from the Frankfurt branch.

The Research Pillar has different strategic objectives compared to the Nicosia SMART plan and the different metrics represent the different stages of research development in the 2 campuses.

The 2 Enablers Faculty/Staff and Governance/Evaluation will remain the same as in the Nicosia campus, as they represent the culture of the school for fostering improvement and continuous development.

2. **Quality Assurance**

> **Sub-Areas**
>
> **2.1 System and quality assurance strategy**
> **2.2 Ensuring quality for the programmes of study**

Findings

In response to the scoring by the EEC above, please permit us the following clarification for your consideration.

2.1.3 Awarded 3 because the School policy does not address the need to seek out information about harassment, bullying, or academic / research misconduct.

> The School using the EUC policies with regards to harassment, bullying or academic / research misconduct. Specifically, EUC in response to current concerns and guidelines in HE, has recently devised policies to address Harassment and Bullying; and Sexual Harassment. In addition, Chapter 2 of the Research policy outlines academic / research misconduct. (Appendix 1)

- **The EEC were able to read the Quality Assurance (QA) Manual for the EUC (Central) – and assurance that these processes would be implemented for the Frankfurt Branch of the Department of Medicine also. We also discussed these with the Vice Rector of the University, and the Dean and the Chair of Medicine. In the absence of students we were not able to explore the implementation of the QA standards and processes. Recently appointed staff were not yet fully familiar with the processes. We heard that the processes and standards for EUC (Frankfurt) would be identical to those for EUC (Central) and would operate as ONE system through the conjoint committee structure.**

> The EEC correctly notes that QA standards and processes will be similar in the Frankfurt branch. While our new Frankfurt faculty underwent onboarding sessions, focus was more on the details of the program and teaching. Before the onset of the program in September an additional onboarding session will take place to address QA standards and procedures. New faculty members from Frankfurt have been appointed to the conjoint QA committee.

- **Mechanisms for repeated, systematic programme monitoring and evaluation are planned for EUC (Frankfurt). Teachers and students will give feedback, and based on which strengths and weaknesses are identified, the programme will be modified.**

> The devised mechanisms for program monitoring and evaluation will be applied in the Frankfurt branch. Additionally, new faculty in the Frankfurt branch have been appointed to the committees that monitor the program. The school aims to ensure full representation of feedback.

- **Students will provide routine feedback electronically, within class, in confidence without the presence of staff. Convenience samples of students will also be asked to give programme feedback in focus groups with staff.**

   EUC has developed a routine electronic feedback platform to receive information on student experiences. In addition, a common practice of the School is to receive feedback from students in focus groups. These actions will be practiced in the Frankfurt branch, as well.

- **Students will give feedback on staff and all aspects of their experience.**

   Both the electronic platform and the focus group discussions are aimed to give global feedback on all aspects.

- **EUCMS graduated its first cohort in summer 2019 – analysis of the cohorts of graduates demonstrated >90% employability (in clinical posts or undertaking PhD)but there was little further information on their readiness for practice.**

   As noted by the EEC, all of the graduates from our first three (cohorts) are in clinical posts (residency training) or in graduate school. While we have not collected data indicating readiness for practice, we can provide an indirect indicator. Of our graduates applying to the UK, we have had acceptance directly in to FY2 level, which, we believe, indirectly provides information on their readiness to practice. In addition, our verbal feedback from various hospitals regarding our first cohorts, has been very positive.

   As discussed below, we intend to introduce a more formal examination of the readiness of graduates to work. We suggest inclusion of the CanMEDS model with task scoring (44 tasks) in the 7 domains (Medical expert, communicator, collaborator, leader, health advocate, scholar and professional). Application of a more standardized framework such as this would allow us to assess the collective experience of the School, as well.

- **The performance of cohorts of students from EUC (Central) in relation to intended educational outcomes has not yet been tracked through use of assessment blueprinting.**

   Upon Accreditation of our program in February 2020 (following the December 2019 site-visit), we devised an assessment blueprint, as follows:

Steps	Description
1. Define the blueprinting purpose and scope	Identify its purpose and scope. For which semester or phase of study?

	Which academic session? Which courses? What assessment tools? How many questions?
2. Tabulate curricular content	Curricular contents – course learning outcomes, clinical presentations or topics – are listed based on curricular setting.
3. Identify impact and frequency	The impact and frequency for each curricular content are identified based on the selected criteria.
4. Categorise curricular content based on relative weightage	The curricular contents are classified as "must know", "should know" and "nice to know" knowledge.
5. Decide on percentage of questions for each category	Determine how many percent questions should be constructed from "must know", "should know" and "nice to know" knowledge.
6. Decide on number of item for each assessment task	Decide on how many questions should be constructed for each category of curricular content.
7. Assign questions to lecturers for items preparation	Identify question makers for items preparation. Practically, the one who teaches the curricular content should prepare the questions.

At present, three cohorts (2019, 2020, 2021) have graduated from the School.

Our recent graduations have not permitted analysis of graduate cohort performance. The MEDiC website, now includes a portal for the medical school graduates. The first cohort of the EUC School of Medicine matriculated in June 2019. In less than one year, all graduates have been successfully placed in a broad range of high level postgraduate training positions and activities. Specifically, 70% have been successfully accepted to residency (specialty) training programs at renowned University Hospitals in the major cities of Greece and Austria, and high caliber Hospitals in Cyprus, in some of the most competitive medical fields, such as Pediatrics and Orthopaedics. It is noteworthy, that those graduates doing their residency in Cyprus excelled in the highly competitive National Exams (similar to the USMLE), which is taken by graduates from all other medical schools and were ranked in the top 5% percent. Additionally, 20% of our graduates were accepted to accredited PhD and Master of Science programs. Finally 10% are actively employed in pre-registration or working in healthcare, at state-of-the-art institutions in Greece and Cyprus.

Our aim is to include within the portfolio an **Alumni Tracking System**, which will allow us to follow our graduates and their accomplishments across their career.

The School of Medicine has recently created a blueprint for Assessment that is aimed to be applied in all courses by course Coordinators, as well as

collectively each year by the Year Coordinators. The curriculum mapping of overall educational outcomes will be adapted on the existing blueprint.

- **In its programme monitoring and evaluation activities, the School has involved a range of stakeholders. We heard that following the EEC report in December 2019, EUC (Central) has included representatives of all staff including administrative and technical staff, and representatives of the community such as government and healthcare authorities.**

    As described above and in response to the EEC recommendations following the site-visit in December 2019, the School made a concerted effort to include representation of the full range of stakeholders.

- **EUC (Central) now includes patients in its QA and governance committees and processes.**

    In response to the EEC's recommendations following the review of our program in December 2019, patient groups are now included in QA and governance committees, as described previously.

- **It was not evident that student feedback data, evaluation reports and development plans were made available to the students and all stakeholders by EUC (Central) or planned for EUC (Frankfurt).**

    Thank you for raising this important issue and we sincerely apologize as we thought it has been clarified during our discussions. All feedback data coming from students are centrally gathered by the office of the Vice-Rector of Academic Affairs through an anonymous questionnaire including both quantitative and qualitative data. According to the C.I.Q.A. guidelines (Minutes of the 41st C.I.Q.A. Meeting) guidelines, the emphasis is now placed on the course and not on the instructor. These data are analyzed centrally and the raw data from students are communicated to the Chair and the Dean of the School, who are then hold formative discussions with the faculty members to improve the course content.

    In addition, all feedback data, evaluation reports are communicated immediately to the program committee chaired by the program Coordinator and at the Department and School Council where all stakeholders have access to. The developmental plans are communicated, once finalized by the University Council to all levels (program, Department, School). This is a central University policy. As the Frankfurt Campus is fully imbedded in the University, the same procedure will be applied for Frankfurt as well.

- **External reviews were reported but not provided for review by the EEC.**

The School across its initial years of development called for external reviews of its program. The last review before the accreditation procedure in December 2019, was from two (2) medical education experts from Kings College. The external evaluations were aimed at defining strengths and weaknesses in order to fine-tune our program and development. Action Plans, as well as the reports, were among the documentation made available to the EEC during the site visit for accreditation of our program in December 2019, as noted in the List of Documents in each committee members folder. (Appendix 2)

External Consultation Visits Timeline
- In 2013, European University Cyprus School of Medicine was founded in Nicosia as a 6-year program.
- First consultation visit - external review, October 2016
- Second consultation visit - external review, May 2017
- Third consultation visit - external review, April 2018
- Commencement of the charter class (first student cohort), June 2019

(Appendix 3: External review agendas for the site-visit reviews of our program, as seen on the timeline below.)

Strengths

- **The QA processes are well embedded in EUC (Central) now and the School intends that the Frankfurt branch will join with EUC (Central) to run a single system.**

  We are pleased that the EEC recognized that the QA processes are well embedded and the Frankfurt branch will be included to run a single system.

- **Students and members of all staff will sit on a number of committees with voting rights and contribute to policies, creating the Mission and Vision and developing the School.**

  As noted above, students and members of all staff will become integral members of committees with active contribution to all aspects of the School.

- **Staff are eager to learn from student's feedback, and intend to follow a QA approach to development and implementing change.**

  We are grateful for this comment. We are proud that our staff are eager to seek feedback from our students as well as to implement change through defined QA procedures.

- **In 2019, the students in EUC (Central) were highly satisfied; 50 of the 52 students whom the EEC met recommended the school in a 'blind' vote.**

We would like to thank the ECC for this comment. We believe that student satisfaction is the direct result of the student-centered collaborative programme of the School, that creates a safe and highly productive environment both for staff and students.

Areas of improvement and recommendations

- **When implementing the QA strategy within the programme, the School must ensure that it does include representatives of patients and others using the healthcare system in Frankfurt and professional groups.**

    We fully agree with the EEC' s recommendation, and as noted above with the onset of the Frankfurt branch, patient representatives and professional groups relevant to the region will be recruited to participate in relevant committees with voting rights that contribute to policies.

- **The documentation on the programme outcomes should be simplified; the current description referring to the *Scottish Doctor framework, the module learning objectives, the AGCME Competences and the Clinical Competences Roadmap is too complex and confusing. Consider a more limited model to clarify the relationship between the high level programme learning outcomes and the detailed module learning outcomes.**

    *Learning Outcomes for the Medical Undergraduate, Scottish Deans' Medical Education Group, 3rd Edition, 2008; Harden et al, 1999

    Thank you for pointing this out. Please see our response for the 12 domains of the Scottish Doctor Framework. According to the 5 year SMART plan for Nicosia we have clarified that harmonization would occur after running the first cycle of the curriculum (3 years in the curriculum approved in 2019), which ends in June 30th 2023.

- **The documentation on the programme should clarify its use of Contact Hours. There were several examples in the QA Manual where it was stated that Contact Hours were 70-98 hours per week. Contact Hours imply active teaching time between tutor and student. Contact Hours must leave time for independent practice, for example with patients, and also private study.**

    We apologize for the confusion of the terminology. The contact hours are not only teaching hours (tutor-students), but also clinical or laboratory work, face to face meeting for active mentoring and assignments (which form a major component of the private study). The quality assurance guides are planned to be renewed at the end of the first cycle of the program after June 2023.

- **The documentation on the programme should improve its use of terminology such as Problem Based Learning and Team Based Learning. Unless it follows the well described methodologies, the School should define what they mean by their terms and/or notcapitalise the terms, to improve transparency and clarity and prevent confusion.**

  > We are thankful for the comment and we apologize for any confusion. The terms Problem Based Learning and Team Based Learning are used by the described methodologies. Nevile A (Med Princ Pract 2009;18:1–9) states "*It is very challenging to review the effects of PBL using an outcomes approach because medical educators have historically adopted varying definitions of what constitutes a PBL curriculum, and not all have adopted the criteria for a PBL curriculum advocated by Barrows*". Despite the different interpretation, the Medical School uses the definition of Barrows (Barrows HS: Problem-based learning applied to medical education Springfield. Carbondale, Southern Illinois University School of Medicine, 2000). Regarding Team Based Learning (TBL), TBL consists of three repeating phases: preparation, application, and assessment. In the preparation phase, students are required to complete an out-of-class reading and then are tested at the beginning of the next session. In the application phase, teams of students practice real-world problems within small groups followed by discussion within the class and feedback by faculty members. The final phase is assessment of student learning. We apologize for the confusion caused by the use of the words "modified TBL". In reality, modified TBL means the three repeating phases with an emphasis on communication skills.

- **The School must clarify how it ensures confidence (validity) in its decisions about passing and failing students and describe this clearly within policy and regulation documents.**

  > We are taking the liberty to address the comment of the findings along with the numerical Justification provided by the EEC "*Awarded 3 because the School policy does not address the need to adopt an evidence-based process to set a specific pass score for each individual assessment that is marked 'objectively' such as multiple-choice questions and objective structured clinical examinations (OSCEs). There is a description of the Borderline Regression Method for OSCEs but we also heard that the School is constrained by University regulations to use a set pass score of 60%.*" (page 23 report).

  > The University grading scale recognizes a D (60% out of 100%) as a passing grade for a course which, however, does not award 2 points in the cumulative GPA (D awards a GPA of 1 and D+ awards a GPA of 1.5). **A student can graduate only with a cumulative GPA of 2**. According to the submitted course syllabi, each component of a different course receives a specific percentage of the total percentage of the course. So, for any course the

allocation of marks as shown in the approved and documented course syllabi is Examination 70%, Assignment/Lab 20% and Participation 10%. We do understand the concern of the EEC regarding setting a specific pass score for MCQs, OSCEs and OSPEs. To this end, we have now passed the following policy at the level of the Department Council (Council Meeting 9/6/2022) with implementation September 2022. The Department council decision states: Given that the Department cannot change the central marking system of the University, the School of Medicine implements a system of adjustment for each written exam along with OSCEs and OSPEs. For each MCQ examination, analysis will be performed by the relevant course coordinator who will calculate the passing grade of the written exam taking into consideration the level of difficulty of each paper, using appropriate statistical analysis. The passing grade of the specific exam will be defined as 60% for the University Grading System. According to the passing grade of the specific written examination, the instructor will allocate all the other grades. For the Structured examinations (OSCEs, OSPEs) the instructor will set the passing grade independently and accordance to the importance of the objective structured examination per discipline. The passing grade for core competencies and EPAs can be as high as 90 or 100%.

- **The Frankfurt branch should, over time, prepare its own evaluation of Frankfurt graduates, investigating their readiness for work in relation to the mission and intended educational outcomes of the curriculum.**

   We would like to thank the EEC for this valuable recommendation. Examining the readiness of Frankfurt branch graduates to work could be achieved with the CanMEDS model with task scoring (44 tasks) in the 7 domains (Medical expert, communicator, collaborator, leader, health advocate, scholar and professional). Application of a more standardized framework such as this would allow us to assess the collective experience of the School, as well.

- **The School must track performance of cohorts of students in relation to the intended and assessed educational outcomes.**

   We agree with the EEC. We acknowledge the need for establishment of an assessment blueprint, to ensure that the educational outcomes are met and that documentation of the principles, strategy and quality assurance is a high priority for the School. The Assessment Committee has created the first guideline / checklist to further ensure the highest quality is maintained throughout the curriculum. A preliminary assessment blueprinting check sheet to track performance of cohorts of students in relation to the intended educational outcomes in clinical will examine: assessment of knowledge, assessment of skills, Mini-CEX, DOC, Team Observation, Case Discussion, DOPS, Logbook, OSCE. (please see above)

Upon Accreditation of our program in February 2020 (following the December 2019 site-visit), we devised an assessment blueprint, as follows:

Steps	Description
1. Define the blueprinting purpose and scope	Identify its purpose and scope. For which semester or phase of study? Which academic session? Which courses? What assessment tools? How many questions?
2. Tabulate curricular content	Curricular contents – course learning outcomes, clinical presentations or topics – are listed based on curricular setting.
3. Identify impact and frequency	The impact and frequency for each curricular content are identified based on the selected criteria.
4. Categorise curricular content based on relative weightage	The curricular contents are classified as "must know", "should know" and "nice to know" knowledge.
5. Decide on percentage of questions for each category	Determine how many percent questions should be constructed from "must know", "should know" and "nice to know" knowledge.
6. Decide on number of item for each assessment task	Decide on how many questions should be constructed for each category of curricular content.
7. Assign questions to lecturers for items preparation	Identify question makers for items preparation. Practically, the one who teaches the curricular content should prepare the questions.

- **The School should consider employing a curriculum development expert to help describe the intended learning outcomes at module and programme level, and track students' achievements throughout the programme.**

    We agree with the EEC with regards to referring to external experts to support curriculum development. For example, external experts, have been recruited to help the school devise a standardized patient program, which includes regular training of faculty, staff and students, as well creation of scenarios, and which is currently in process.

    Two external experts in Medical Education from King's College were recruited to review the curriculum and assessment. Additionally, the School has recently hired an expert in Medical Education to its faculty ranks, and as noted above, expertise in medical education will be targeted in future recruitment plans for the Frankfurt branch. In addition to these efforts, however, the

School intends to invite medical education expertise to augment our descriptions of intended learning outcomes and devise a feasible means of tracking student achievements, which may be facilitated through the e-portfolio that we are currently developing.

3. **Administration**

Findings

- **There is a full description of the University, School, and Department Committee structure and membership and the associated Governance processes; these appear appropriate and adequate for the initial phase of the operation of EUC (Frankfurt).**

   We thank the EEC for this favorable comment. The School leadership created clear documentation to make its governance clear. In addition to having a clear description of our governance structure, we have made concerted efforts to embrace and engage all faculty, staff and students in the functions of Governance. The later was achieved with the introduction of a full range of committees, with defined membership, roles and responsibilities to enhance and monitor the function, activities and development of the School.

- **It was noted that the names, but not the post-holders, of some members of the Committees is now out of date in the Quality Manual.**

   We would like to apologize to the EEC for this inadvertent error. Admittedly, we have scrambled to run the program during the COVID pandemic, and did not update the committees in the QA manual.

- **There is a full complement of administrative, professional and technical staff described in the documents.**

   Based on the School's experience, we were able to define the necessary staff requirements essential to fully support the running of the program.

- **There is thorough documentation on processes, areas of responsibility and lines of communication.**

   We would like to thank the EEC for this observation. As noted above, the School leadership made a concerted effort to ensure clear lines of responsibility and communication to ensure effective running of the program and favorable student and staff experiences.

- **The legal aspects are beyond the scope of expertise of the EEC but we note that Section 5 of the UEC Charter permits parents to access their children's records without explicit consent from the student.**

   The Senate is in the process of revising the EUC Charter. Please note that the EUC Registrar's office has a form that students must sign, where they indicate whether and to specifically to whom they give permission to have access to their records. This is in accordance to GPDR guidelines. No

individual has access, unless specifically specified by the student. Students are made aware of this during new student orientation, and are informed by their personal advisors. *(please see below)*

Strengths

- **The EUC (Frankfurt) branch will benefit from the governance and administrative bodies, processes and practices working successfully in EUC (Central).**

  We are grateful to the EEC for this observation. As noted previously, our aim has been to engage our new teaching and learning community within the existing governance and administrative bodies, so that they may voice their input and become invested in the process of the School.

- **The School demonstrates careful planning of the administration of the School, including the EUC (Frankfurt) branch and adequate staffing allocated for the initial phase of EUC (Frankfurt) branch.**

  As noted above, based on the School's experience, we were able to define the necessary staff requirements essential to fully support the running of the program.

- **We met an enthusiastic, motivated, and knowledgeable group of staff who will support the administration of the EUC (Frankfurt) branch.**

  The School leadership is extremely grateful to the entire staff who will support the administration of the Frankfurt branch for their enthusiasm, knowledge and dedication. Without their continuous efforts and support, much of what the School has accomplished and the efforts of the Frankfurt branch would not have been possible.

- **The staff appeared to be committed to the initiative of the EUC (Frankfurt) branch, service orientated and supportive of their colleagues, and others in the School.**

  We are honored to have staff that are truly committed to the Frankfurt branch. By imbuing the need for excellence in the medical school, and recognizing that this is achieved not by a momentary action, but rather by habit and our joint efforts, we strive to reach a collective consciousness with common goals.

Areas of improvement and recommendations

- **The School should keep the implementation under review; it may be more difficult to keep all processes aligned than initially envisaged.**

We agree with the EEC's recommendation, and recognize that despite careful planning alignment of all processes will be likely be faced with challenges. We believe that our recent experience with the COVID pandemic has demonstrated that the School can respond effectively and with agility to any challenges that arise.

- **The School should find a method of recording membership of committees in a way that remains current and/or record names (as well as roles) in only one master document that other documents can refer to.**

    As noted above, we apologize for the inadvertent error. The school will update the QA manual committees, but more importantly will devise a means to use one master document as a means of referral.

- **The EUC must reconsider the grounds on which parents can access students' records and ensure the regulations are both legally and ethically sound.**

    Please note that the EUC Registrar's office has a form that students must sign, where they indicate whether and to specifically to whom they give permission to have access to their records. This is in accordance to GPDR guidelines. No individual has access, unless specifically specified by the student. Students are made aware of this during new student orientation, and are informed by their personal advisors. (Appendix 4). Additionally, please find the link regarding the GDPR policy on our website. https://euc.ac.cy/en/download-pdf-gdpr/

4. **Learning and Teaching**

> **Sub-Areas**
>
> **4.1 Planning the programmes of study**
> **4.2 Organisation of teaching**

Findings

- **Based on what the documents of the institution's applications and its members said during the site visit, the entire learning and teaching at the Frankfurt branch is equivalent to the Main Institution in Cyprus.**

  > Thank you for the comment. The aim of this development is to produce an equivalent rather than similar experience, as replication is not always of benefit.

- **4.1.1 The institutional policies as such are there. For the medical school, these activities were not effective as observed by the EEC. They do not have a method of capturing the Learning Outcomes.**

  > We apologize for not communicating this appropriately. The Program Evaluation Review (PER) procedure which has been adopted by the University in 2018 has taken into serious consideration the specific needs for the School of Medicine. We have identified that SPICES and PRISMS models were not appropriate for curriculum reform and to this end we have addressed the needs of the School of Medicine by clearly communicating our needs to the revised PER procedure. Our ultimate goal is to initiate the Kern model of medical education curriculum (Kern DE (2016). Overview: A Six-Step Approach to Curriculum Development, Thomas PA, Kern DE, Hughes MT & Chen BY (Eds), John Hopkins University Press, Baltimore, USA), but since the curriculum was already running, we used Stage 4 of the Kerns model. We do realize that we inverted the cycle of the model, but in the urgent need to address the urgent need of the University to change the SAR procedure, we addressed our needs through the last stage of Kern's framework. This stage, the evaluation step is of pivotal importance, as it allows for critical appraisal of whether the learning outcomes have been fulfilled. The process of a curriculum evaluation comprises of different tasks, each of which is equally important and forms a chain

  > Task I: Identify users. We have included the people who have experienced the curriculum (students and faculty) and other stakeholders who have administrative responsibility for, allocate resources to, or are otherwise affected by the curriculum will also be interested in evaluation results and this is reflected in the PER procedure by the input of the various stakeholders.

Task II: Identify uses. The uses are generic and specific. The generic uses can be drafted in 2 axes. The first axis reflects whether the evaluation is used to appraise the performance of individuals, the performance of the entire program, or both. The second axis refers to whether an evaluation is used for formative purposes (to improve performance), for summative purposes (to judge performance and make decisions about its future or adoption), or for both purposes. The specific uses include: Feedback on and improvement of individual performance, Judgments regarding individual performance, Feedback on and improvement of program performance, Judgments regarding program success, Justification for the allocation of resources, Motivation and recruitment, Attitude change, Satisfaction of external and internal requirements, Demonstration of popularity, Prestige, power, promotion, and influence and Presentations, publications, and adoption of curricular components by others. It is obvious that task II encompasses various different tasks which look at various stakeholders and have both summative and formative implications. All these elements are clearly addressed in the PER procedure, which has already been provided.

Task III: Identify resources. Even if a curriculum is extremely well planned, it will fail if the resources are not adequate to support it. For this reason, we have considered the resource needs early in the planning of the evaluation process, including time, personnel, equipment, facilities, and funds, as demonstrated by the planning of each program by the University.

Task IV: Identify evaluation questions. Evaluation questions lead the outcome of the evaluation. Evaluation questionnaire is an instrument, and it has been tested for validity, reliability and reproducibility. Most evaluation questions should relate to the specific measurable learner, process, or clinical outcome objectives of a curriculum. Rather than simply using various quantitative questions with e.g. Likert scale in curriculum evaluation, the bibliography shows that mixed methods approach might be preferable. So open ended question are also included in the instrument of evaluation to capture uncharted and unexpected weaknesses. These instruments are used in all PER procedures for all programs of study leading to Task V., the Choice of Evaluation Design.

Task VI. The choice of assessment or measurement methods and construction of measurement instruments are critical steps in the evaluation process because they determine the data that will be collected, determine how they will be collected (Task VIII), and make certain implications about how the data will be analyzed (Task IX). The PER process allows the construction of curriculum-specific measurement instruments such as tests, rating forms, interview schedules, or questionnaires. As a result, we firmly believe that the needs of the School of Medicine have been always taken into consideration in the monitoring and evaluation of the MD program.

- **4.1.2 As the faculty said, local stakeholders from the community in Frankfurt, students and other stakeholders in Frankfurt, including employers, will be actively involved on the programmes' review and development, and they still have to be found.**

    This is true. At the phase of the EEC visit, we were unable to legally approach any possible stakeholder, but once CYQAA provides the accreditation, the relevant stakeholders are to be approached and placed in the advisory boards, and the various committees. The same is scheduled to happen with the students, once these have been recruited.

- **4.1.3 The programmes of study were assessed by the EEC in 2019, and were not modified since then. The areas requiring improvement were not corrected since then.**

    The EEC had the opportunity to discuss with students and faculty the program which was in operation at the time of their visit. This was indeed, the old program and not the one which was presented for approval in the documentation.

    At the time of the EEC visit (December 2019), we were in the process of closing the first 3 years of the implementation of the curriculum. As such, the new preclinical curriculum which the EEC reviewed on paper, will finish its first cycle in June 2023. Please note, that the revised clinical curriculum that was reviewed by the EEC, will be initiated for the first-time next fall (F2023). The lag time between modifications and implementation of the program, is related to the University's requirement to complete a 3-5 year cycle of a program before any changes can be made. As such, the improvements suggested by the EEC, were incorporated in the revised program, as documented in our response to the initial EEC review of our program in December 2019.

- **4.1.4 The programme of study that is the object of this evaluation integrates theory and practice. However, not effectively.**

    As noted above, the program of study is the one approved by the EEC in 2019 and received official accreditation by CYQAA in March 2020. We have used integration of theory and practice and we are closely monitoring the implementation of the first three years.

- **4.1.5 As the EEC heard, assessment procedures (regarding the fail/pass mark) have not changed due to COVID pandemic and lack of response of the regulator.**

ΔΙΠΑΕ
CYQAA

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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We agree with the EEC's observation. As indicated below, please note that the University grading scale recognizes a D (60% out of 100%) as a passing grade for a course which, however, does not award 2 points in the cumulative GPA (D awards a GPA of 1 and D+ awards a GPA of 1.5). **A student can graduate only with a cumulative GPA of 2**. According to the submitted course syllabi, each component of a different course receives a specific percentage of the total percentage of the course. So, for any course the allocation of marks as shown in the approved and documented course syllabi is Examination 70%, Assignment/Lab 20% and Participation 10%. We do understand the concern of the EEC regarding setting a specific pass score for MCQs, OSCEs and OSPEs. To this end, we have now passed the following policy at the level of the Department Council (Department Council 9/6/2022) with implementation September 2022. The Department council decision states: Given that the Department cannot change the central marking system of the University, the School of Medicine implements a system of adjustment for each written exam along with OSCEs and OSPEs. For each MCQ examination, analysis will be performed by the relevant course coordinator who will calculate the passing grade of the written exam taking into consideration the level of difficulty of each paper, using appropriate statistical analysis. The passing grade of the specific exam will be defined as 60% for the University Grading System. According to the passing grade of the specific written examination, the instructor will allocate all the other grades. For the Structured examinations (OSCEs, OSPEs) the instructor will set the passing grade independently and accordance to the importance of the objective structured examination per discipline. The passing grade for core competencies and EPAs can be as high as 90 or 100%.

- **4.2.1 Student admission criteria, recognition of prior studies and credit transfer were not changed since accreditation in 2019.**

  We are pleased with the EEC's observation, as the School has made considerable effort to define specific admissions criteria which has enabled selection of candidates that are able to successfully matriculate. Hence, we have not changed the admission criteria since 2019. The credit transfer policy was implemented by the University, taking into serious consideration our needs in 2019.

- **4.2.2 Admission criteria do not include language proficiency of the host country.**

  The language of instruction is in English and this is why we require language Proficiency in English. Given that our student body is international, language proficiency of the host language will limit our prospective students to locals only, impinging on our desired multicultural community of our students. We have in place a program of Medical Greek and will implement a similar

program in German. As noted below, we agree that communication must be handled early in the curriculum, and language courses are scheduled to be offered to students from the first year, so that they may achieve a B2 level of competence by year 4 in their clinical rotations.

- **4.2.3 The planned number of students in the teaching rooms that the EEC inspected is suitable for theoretical, practical and laboratory sessions during the initial years of the development of the school. The number of students in the following years depends on the completion of the planned construction of a new building.**

  We are grateful to the EEC for this comment. The refurbished building has more than ample space to cover a fully running program, with more educational and support spaces that would be required.

- **4.2.4 Since admission of students is planned for autumn 2022 only, effective communication with their students and timely and effective feedback to their students were not observed.**

  We understand that this is a limitation, however, initial approval is required before we can recruit students. We believe that our new students in Frankfurt will demonstrate the same enthusiasm for the program, as our students in Nicosia.

- **4.2.5 In Frankfurt, feedback between teachers and students was not observed due to the lack of students.**

  We would like to thank the EEC for understanding this limitation at the current time.

Strengths

- **The School admits candidates from several countries establishing a large cultural diversity.**

  We would like to thank the EEC for recognizing that our program admits students from several countries. The School is proud of, and encourages, supports and nourishes cultural diversity. We strongly advocate that cultural and socio-economic diversity offer the students and the faculty a dynamic learning environment. We also believe that learning with a culturally diverse

student body, may help better prepare students to work with patients from different cultural / ethnic backgrounds. In general, the school promotes a culturally inclusive teaching environment aimed at developing culturally competent healthcare workers.

- **The school has enthusiastic, highly motivated teachers bringing in international experience and cultural diversity.**

  We appreciate the EEC's acknowledgement of our focused recruitment of teaching staff that embrace the School's spirit. The Frankfurt branch staff have a rich background that will significantly enhance the teaching and research efforts at Frankfurt, and augment the academic footprint of the School.

- **The school has excellent facilities and equipment.**

  We would like to thank the EEC for recognizing that our School facilities and infrastructure are excellent. We have worked hard, to maintain our Frankfurt estate at the highest standards, and take extreme pride in ensuring a powerful and welcoming learning/working environment for the entire medical school community

Areas of improvement and recommendations

- **The language issue was not solved. From what the EEC saw at the site visit in 2019, there was an improvised way of handling that issue in an environment where international students are learning to communicate with patients whose language is Greek. The EEC has a concern that the needs of the learners are not met, e.g., when it comes to patient communication about serious and intimate health problems in German or Greek speaking environments. If that does not occur early on in the curriculum, it may become a serious concern.**

  We would like to thank the EEC for recognizing that patient communication in a culturally diverse student population within the constructs of a specific "language environment" can impinge on the students learning experience. We agree that communication must be handled early in the curriculum, and language courses are scheduled to be offered to students from the first year, so that they may achieve a B2 level of competence by year 4 in their clinical rotations.

- **The School must introduce the students to real patients earlier than Year 4.**

  We agree with the EEC with regards to introducing students to real patients before they enter clinical clerkships in year 4. This is currently achieved informally through summer placements and externships. In addition, the program allows us to structure real patient encounters as part of their practical

training in the 3rd year of our program in courses such as pathophysiology and semiology.

- **In Years 1-3 assessment is delivered according to disciplines, not integrated into a systems approach and hence not aligned to the intended horizontal integration of the curriculum.**

  The EEC correctly observes that our preclinical assessments are according to disciplines. The intended horizontal integration is a reflection of the carefully coordinated delivery of material and learning experiences, rather than assessments. For our international student population, we found that the allocation of the ECTS by course allowed us the appropriate flexibility to cover the needs of our students who transfer in and out to various countries, or require recognition of their coursework. However, we do understand the importance of true integration of the material, and with the assistance of the assessment committee, we are introducing to each discipline exam paper several integrated, clinical association questions.

  Experience from other programs in the area, have reported that in their integrated exams students often fail to respond correctly to questions weighted more in one discipline (e.g., anatomy), but well-enough in questions weighted more to other disciplines, to allow the student to pass the exam without an appropriate knowledge base in all areas. This issue resulted in revision of the curriculum and design of assessment.

- **Systematic compulsory training of examiners for OSCE is not routinely implemented. The MiniCEX is used summatively and has no constructive feedback. Outcomes for staff in the faculty development activities should be defined.**

  We agree with the EEC that the MiniCEX is used summatively, with no constructive feedback beneficial for the learning experience. It should be noted, that training of the examiners was implemented as a routine, pre-COVID, when OSCEs were initiated in 2018 and were in place in 2019. To this end, we also had externals experienced in OSCEs both train and assess. Following lockdown in March 2020 we were unfortunately unable to reinitiate the routine training for OSCEs, as well as for SP. Systematic compulsory training of examiners for OSCE scheduled to continue this Fall in Nicosia, and will be initiated in a timely manner in Frankfurt. This is scheduled to be included in a refined faculty development program.

- **Post-test item analysis and the reliability of assessments are now being performed. However it is not clear how that feeds back into the programme and contributes to quality assurance.**

> Thank you for the comment. We apologize if this was not adequately clarified during the EEC site visit. The development of valid reliable and reproducible instruments for examination has been performed according to the existing literature. The Assessment Committee collects the data and communicates these clearly to the program Committee and the Departmental quality assurance committee.

- **The school must routinely use a procedure of standard setting for assessment items. The school must have the autonomy to set pass-marks and to deviate from the 60% rule. A rigid 60% rule interferes with the principle of patient safety. The school must be able to set a 100% rule for certain exams. Moreover, the school must make sure that weaknesses in life-saving competencies cannot be compensated with other exam items. On the opposite end of the scale, when exam items are too difficult for the developmental stage of the learner and at the same time are free from flaws, lower percentages must be applied.**

> As indicated above, please note that the University grading scale recognizes a D (60% out of 100%) as a passing grade for a course which, however, does not award 2 points in the cumulative GPA (D awards a GPA of 1 and D+ awards a GPA of 1.5). **A student can graduate only with a cumulative GPA of 2**. According to the submitted course syllabi, each component of a different course receives a specific percentage of the total percentage of the course. So, for any course the allocation of marks as shown in the approved and documented course syllabi is Examination 70%, Assignment/Lab 20% and Participation 10%. We do understand the concern of the EEC regarding setting a specific pass score for MCQs, OSCEs and OSPEs. To this end, we have now passed the following policy at the level of the Department Council (Department Council 9/6/2022) with implementation September 2022. The Department council decision states: Given that the Department cannot change the central marking system of the University, the School of Medicine implements a system of adjustment for each written exam along with OSCEs and OSPEs. For each MCQ examination, analysis will be performed by the relevant course coordinator who will calculate the passing grade of the written exam taking into consideration the level of difficulty of each paper, using appropriate statistical analysis. The passing grade of the specific exam will be defined as 60% for the University Grading System. According to the passing grade of the specific written examination, the instructor will allocate all the other grades. For the Structured examinations (OSCEs, OSPEs) the instructor will set the passing grade independently and accordance to the importance of the objective structured examination per discipline. The passing grade for core competencies and EPAs can be as high as 90 or 100%.

- **The University must allow external examiners to participate in final exams as a quality assurance measure.**

   We would like to thank the EEC for suggesting this important measure of quality assurance. External examiners will be invited to participate in final exams. We believe that this initiative will be vital during our clinical years and for OSCEs.

- **A longitudinal *science curriculum was not well represented in the entire programme. Science is the basis for the medicine that the graduates are going to practise. Systematic teaching the scientific approach must start earlier in the programme. There is need for faculty development activities for integrating a science curriculum into the overall programme. The science curriculum must become a longitudinal thread throughout the programme.**

   *By science curriculum we mean the competences related to evidence based medicine and research including: defining a research question; identifying appropriate databases; undertaking a literature search; critically appraising literature; applying these skills to real world scientific or clinical problems; relating findings to specific patients and discussing them with patients for shared decision making.

   We agree with the EEC's concern about the importance of a full incorporation of a longitudinal science curriculum. As presented during the site visit the introduction to research competence is initiated from year 1 and carries across the entire 6-year program. Specifically,

   - In <u>Year 1</u> in basic classes such as genetics, biochemistry, and cell biology, students are requested to identify a scientific paper, critically review the paper and present it.
     - For this to be achieved, the librarian is called to give an introductory presentation on the available data-bases and how they are accessed.
     - The instructor of our research methods course, is called to present how to do a literature search, using appropriate terms.
     - In addition, the students are introduced to how to read a scientific paper.
   - In <u>Year 2</u>, we offer an elective in **Medical Academic Skills**.
   - In <u>Year 3</u>, students take a required course in **Research Methods**, which in addition to presenting knowledge of quantitative and qualitative research methods, students are embedded further into concepts of how to do literature searches, how critically read / appraise the various types of scientific papers, as well as scientific writing. This is to prepare them for their final step in doing a Medical Thesis

o In Years 4-6, students are called upon to develop and write their required **Medical Thesis** which is presented at the end of Year 6. During the clinical years, an introductory lecture is provided on how to critically appraise the literature relevant to the disciplines that are covered during that year. *(For example, in the Surgery I and II syllabi (MD405 and MD420), it is defined in the course aims that: "to apply and reinforce knowledge of basic sciences into the understanding, presentation and treatment of diseases and trauma that are commonly addressed in the discipline".)*

To better facilitate the incorporation of components of research and scientific methodology in medical sciences throughout the 6-year medical program, EUCMS has introduced a Research Committee comprising of faculty, staff and external stakeholders (Appendix 5)

One of the acting fronts of the School mentoring committee is research promotion for faculty, staff and students. This academic year (2020-21) was the first academic year that the new academic program was put in place. The revised program includes an elective course for Years 2 and 3 on Medical Academic Skills and a compulsory Year 3 course on Research Methods (Appendix 6)

The new implemented curriculum includes a mandatory MD thesis during Year 6. To augment the quality of each thesis, a MD thesis committee has been devised. (Appendix 5) The MD thesis committee provides feedback, guidance and monitors appropriate collaboration between students and thesis supervisors. (Appendix 7). In an effort to augment the quality of the Medical Theses, a new framework to guide the activities of the MD Committee and their activities was devised, and includes the following:

1. Selection of the proposed research theme as early as possible in the clinical years and definitely by the end of year 5 of the undergraduate studies
2. Proposal by the medical student and identification of appropriate supervisor
3. Oral defense of the proposal in a committee of experts (2 internal and one external member if possible, otherwise 3 internal members if the adequate in-house expertise)
4. Monitoring of the process of each MD candidate with written reports signed by the members of the advising committee
5. Submission of the first draft of the Thesis to the Advisory Committee. The Committee will provide written comments to the student to improve quality of the paper
6. Oral defense which will include a five-member committee with one external evaluator with expertise in the theme.
7. After oral defense and grading of the MD Thesis, the student will be encouraged to submit his thesis for publication in a peer-reviewed

journal. Publication associated with the Thesis will be possible prior to the defense

One of the primary pillars in our Strategic Plan focuses on Research. In order to enhance opportunities for research among both faculty and students, and to incorporate research in our teaching creating synergies focusing on the following theoretical framework:

1. Student learning outcomes comprise the myriad ways in which students benefit from being involved in hands-on, primary research projects in collaboration with a faculty mentor. Inviting students to invest intellectually in a project gives them the opportunity to help shape its direction, exert some of their own creativity, and experience the joy of intellectual "ownership" of the products resulting from the effort.

2. Continued development of the faculty mentor's scholarly agenda to provide meaningful research experiences for undergraduates and advance professionally.

3. Making a new contribution to the field. A steady record of bringing projects to fruition (i.e., publication) is essential for a research agenda to attract external funding. (As noted above, the Medical Faculty has made a notable impact across the last year).

4. EUCMS also encourages dissemination of undergraduate research in the teaching curriculum, various means such as student presentations in various professional bodies.

To this effect Research Ad Hoc committee was asked to oversee the development of the project. It has been suggested that the committee works within the framework of https://www.ureka.eu/ with the aim of making EUCMS a partner of the Consortium. The new initiative is aimed at enhancing the existing synergies (Department Council, 27.11.20)

- **Learning and Teaching need to involve modern methods like problem-based learning. The labels problem-based learning and team-based learning are used for teaching activities that do not meet the educational principles behind those terms.**

    As noted above, we are thankful for the comment and we apologize for the confusion. The terms Problem Based Learning and Team Based Learning are used by the described methodologies. Nevile A (Med Princ Pract 2009;18:1–9) states "*It is very challenging to review the effects of PBL using an outcomes approach because medical educators have historically adopted varying definitions of what constitutes a PBL curriculum, and not all have adopted the criteria for a PBL curriculum advocated by Barrows*". Despite the different

interpretation, the Medical School uses the definition of Barrows (Barrows HS: Problem-based learning applied to medical education Springfield. Carbondale, Southern Illinois University School of Medicine, 2000). Regarding Team Based Learning (TBL), TBL allows a single instructor to manage multiple small groups simultaneously in a large class, and the class time is shifted away from learning of facts to application of information. TBL consists of three repeating phases: preparation, application, and assessment. In the preparation phase, students are required to complete an out-of-class reading and then are tested at the beginning of the next session. In the application phase, teams of students practice real-world problems within small groups followed by discussion within the class and feedback by faculty members. The final phase is assessment of student learning. We apologize for the confusion caused by the use of the words "modified TBL". In reality, modified TBL means the three repeating phases with an emphasis on communication skills, and application of TBL in our much smaller cohorts.

- **The feedback from teachers to students that the EEC saw 2019 in Cyprus was more complimentary than constructive. In Frankfurt, feedback was not observed due to the lack of students. Teachers must become competent in how to engage in a constructive feedback dialogue.**

    We understand that it was not possible to observe feedback from teachers to students in the Frankfurt branch. As explained in our discussion we routinely use the Learning Conversation, as it was developed by the Resuscitation Council UK.

5. Teaching Staff

Findings

- **The EEC met with 3 teaching staff and with 3 Visiting Professors or scientific collaborators or special teaching staff working part-time. Their number and their subject areas, their relevant formal and substantive qualifications for teaching are sufficient to support the programmes of study at the current time and the currently planned number of admissions.**

  We would like to thank the EEC for this observation. While current recruitment was aimed at supporting the effective running of the program of study at this time, the recruitment plan has been designed to support the evolution of the school both through its program and development of student cohorts.

- **The EEC expects that the various numbers and ratios between student, teaching staff, visiting Professors etc. (criteria 5.4 to 5.8) will be satisfactory.**

  The School has made a concerted effort to keep student to teacher ratios satisfactory, and to support the small group practical training sessions.

- **The EEC saw the five-year smart strategic plan for education on one of the presentations, for the years 2020 to 2025 with short, medium and long-term goals and metrics. Presumably, this plan was delayed by the pandemic, and not yet implemented.**

  As noted by the EEC, the constraints related to the COVID pandemic lockdown that took place within two weeks following our accreditation. While working for the last 2 years under the constraints imposed by the pandemic on our educational program, the School of Medicine made several efforts in order to implement aspects of its strategic plan that were feasible, namely:

  Strategic pillar I: Education
  e-portfolio – pilot ready to run in Fall 2022
  Addition of Medical education experts in faculty
  (recruitment of Dr. Raffay)

  Strategic pillar II: Research
  Increased functional lab space *(new lab developed, space has doubled)*
  Established shared core facilities *(with School of Sciences)*
  Increased grants achieved
  - *Gender-Net Plus ERA-NET Horizon 2020 (5 countries)*
  - *EuNet – INNOCHRON.Cost*
  - *GEMSTONE – COST Network (17 countries, 55 members)*
  - *Max Planck Partner Group Grant*
  - *ERASMUS+ EXITCAN (Exercise intervention in Children with Cancer)*

- *VACCELERATE (EU Corona Vaccine Trial Accelerator platform*; EUC country coordinator in 2 packages, involved in 8 of 12.

Increased number of manuscripts submitted to peer-reviewed journals
- *School now publishes ~30% of papers from EUC*

Increased number of students in graduate programs

Strategic pillar III: Clinical Care & Training
Increased length of clinical rotations to allow students to follow patients
e-logbook – pilot ready to run in Fall 2022

Strengths

- **The Frankfurt branch has enthusiastic, highly motivated teaching staff and Visiting Professors bringing in diversity, international experience, research expertise and teaching expertise. All have existing collaborations that will contribute to a growing network.**

  We appreciate the EEC's acknowledgement of our focused recruitment of teaching staff that embrace the School's spirit. The Frankfurt branch staff have a rich background that will significantly enhance the teaching and research efforts at Frankfurt, and augment the academic footprint of the School.

- **The Frankfurt branch will benefit from the close link to the Cyprus branch and to the other faculties of the Institution in Cyprus and their networks.**

  The staff and faculty in Frankfurt will be given full support and access to the rich network already developed by the staff and faculty in Cyprus. As a School, we strongly value teamwork and collective contribution.

Areas of improvement and recommendations

- **The school should keep the development of staffing under review.**

  We will closely monitor the development of staffing at the Frankfurt branch, to ensure that staff member reach their personal potentials and goals, and that the educational needs of the Frankfurt branch are met.

6. Research

Findings

- **The School has a policy and strategic plan for research and innovation in place with short-term and long-term goals; the EEC notes that the main research areas cover a wide range of biomedical research, thus ensuring that all of the current and ongoing research at the Cyprus branch are covered.**

  > We are grateful the EEC recognizes that we have a policy and strategic plan for research. These were developed in the early onset of the school. We recognize that it covers a wide range of topics and as such, covers all ongoing research in Cyprus. However, in agreement with the EEC's comment above we have gradually brought more focus on current main research areas.

  > As the School has matured, and as presented during the site-visit, the current research focus areas include: 1) Cancer Biology (further supported by interdepartmental MSc and PhD programs); Medical Education (further supported by a MSc program); Immunology / Infectious Diseases (several faculty members serve on key national and international research posts for clinical and preclinical work), cardiovascular and neuroscience (functional neuroanatomy). Faculty research efforts are further supported by a strong research network, including Max-Plank Institute and the Biomedical Research Foundation of the Academy of Athens (for Neuroscience), the Gottfried Schatz Research Center in Graz, Calder Lab of University of Southhampton, Froguel Lab Imperial College of London and ELPEN research institute (for immunology, immunogenetics & epigenetics) and the International Network for Healthcare Worker Education (for Medical Education), to name a few. The School will further focus research areas to promote faculty and staff to achieve excellence in their research efforts.

- **The School has a strategy to recruit relatively young researchers with a potential for growth; the research topics of the newly recruited researches do not necessarily align with the strategic choices.**

  > The newly recruited researchers align with 2 of the 5 pillars currently addressed by the School, namely Immunology (including immunogenetics & epigenetics) and Cardiovascular function. In the former, one recruited staff member focuses on the indirect and direct effects of cytolytic toxins on immune cells (including membrane repair processes), and the other in epigenetics and epigenomics in lymphocytic leukemia. However, in agreement with the EEC's comment and upon reflection of our development, we believe that the School and its newly established research committee, should re-examine and define its strategic choices for research development. We agree that this will be necessary to facilitate establishing excellence in a domain.

Strengths

- **The School has excellent facilities, and resources including equipment and wet labs that foster an excellent working environment for the staff and students**

  We are grateful to the EEC for this comment. The aim of the School is to foster a strong research environment, including instructional resources, information technology, research network, resources for research, and well-equipped laboratories.

- **The resources are reviewed and updated as necessary.**

  We employ continuous monitoring of facilities to ensure that they are compatible with the requirements of the research needs of the School

- **The facilities offer excellent opportunities to support research of recruited faculty**

  We would like to thank the EEC for this comment. For basic science laboratory work, our aim was to offer resources in the Molecular/Cellular Biology, Genetics and Biochemistry Laboratories are of the highest standards. We also believe that the educational infrastructure would amply support any faculty interested in medical education research.

Areas of improvement and recommendations

- **The faculty will face a long trajectory in developing their research fulfilling the strategic aim of the school of medicine.**

  We agree with the EEC's observation, and understand that achieving the current strategic aim of the school would entail a long trajectory for new faculty. However, as noted above we have brought more focus to our main research areas, and subsequently this will entail a refocus of the School's research strategy. We agree that the strategic plan will need to identify a select number of research focus areas for institutional investment and development. The research niches, with areas of critical faculty mass and areas of emerging research opportunity will likely differ between Frankfurt and Cyprus. For example, during the pandemic, the strength of the Cyprus faculty in infectious diseases demonstrated a noteworthy surge, allowing for development of research teams, international research partnerships, and grants.

- **The School must bring more focus in their current main research areas to be able to achieve excellence in their research. This will require a strategy that invests in high profile researchers, infrastructure and resources along with opportunities to collaborate, and possibly, forge strategic alliances with other high profile research groups and other schools with high research profiles.**

  We agree with the EEC. As noted above, the School's policy and strategic plan for research were developed in the early onset of the school. We recognize

that it covers a wide range of topics. However, in agreement with the EEC's comment above we have gradually brought more focus on current main research areas, including areas addressed by our newly recruited faculty in Frankfurt. In agreement with the EEC's comment and upon reflection of our development, we believe that the School and its newly established research committee, should re-examine and re-define its strategic choices for research development. We agree that this will be necessary to facilitate establishing excellence in a domain.

- **The School should refocus their strategy staff recruitment plan to attract expert personnel in the key areas of research and medical education based on a plan on the ideal staffing, workload and responsibilities, informed by the requirements of the curriculum.**

   The School has recently recruited and hired an expert in Medical Education (Dr. V. Raffay), in Cyprus. This new faculty member co-coordinates the School's MSc in Medical education and will work with experienced faculty in various onboarding or training activities. Taking into consideration the teaching workload and key areas of development, the School has scheduled to include in the future recruitment plan in Frankfurt, an expert in medical education.

   Similarly, the School also recently hired one faculty member, with a strong research background in epidemiology/public health (Dr. T. Lytras), and is currently interviewing for Senior Medical Research, in Cyprus. (The first openings did not identify suitable candidates, presently the Faculty Selection Committee is reviewing candidates for the 3rd opening of the post.) Taking into consideration the teaching workload and key areas of development, the School has scheduled to include in the future recruitment plan in Frankfurt, a Senior Researcher.

- **The School should consider inviting an external assessment committee for their research.**

   We would like to thank the EEC for this suggestion. Across the short history of the School, we have been open to external expertise and have invited external experts to review our curriculum. The School is equally open to inviting an external expert (committee) to review and comment on our research strategy, development and aims. We would consider that this would be beneficial once the educational program is fully operational.

- **The School must ensure that the research integrity policy has been successfully implemented.**

   The University has a Research Policy for Monitoring & Compliance with Research Ethics. In addition, the School has a Research Committee. As discussed at the

site-visit, after a interim period, a the Frankfurt branch will establish a separate research committee. Collectively, through the defined policies and activities of the office of the Vice Rector of Research and the Research Committee, the School will be able to ensure implementation of the research integrity policies. Ultimately our aim is to ensure compliance with international ethical standards and approval by appropriate competent ethics committees

7. Resources

Findings

- **Financial resources to support the school's functions are managed by the Council/Senate of the Institution.**

    This is true as it is clearly described in the University by-laws

- **The EEC has no independent information about assessment of the risks and sustainability of the programmes of study, adequacy of the feedback on their operation, the legally required external audit, fitness-for-purpose of support facilities and services other than through the self-assessment of the school.**

    We apologize for that. However, the documentation requested by CYQAA has not predicted your valid comment.

- **As per the self-evaluation of the School, "The relevant numerical evaluations are supported by specific documentation made available by the Accounts Department of the University. European University Cyprus is a financially healthy organization and well-equipped to financially support its functions. A sufficient percentage of its profit is made available towards its development and the benefit of the University community".**

    Thank you, we acknowledge the comment

- **"Finally, the management of the finances of the University are ensured through internal auditing processes as well as through the legally required external audit performed by a respectable certified auditors firm" and the EEC does not have the capacity to do comment further.**

    Thank you. EUC manages finances at the highest professional level based on international accounting and finance practices.

- **Prioritisation of the available financial resources in order to develop core research areas has not yet taken place, as we learnt from the leadership.**

    EUC places particular attention to the prioritization of the available financial resources in order to develop core research areas, and will invest thoroughly in the research activity of the Branch, as it does for the entire University.

- **Appropriateness of the Institution's budget for its mission and adequacy for the implementation of strategic planning were not evaluated by the EEC**

    We can appreciate that. EUC has already invested heavily in the infrastructure, facilities, building and staff and intends to support the Branch with an adequate budget.

Strengths

- **During the inspection, the EEC had the impression that the Institution has invested in high quality facilities and equipment of the Frankfurt branch.**

  We would like to thank the EEC for recognizing that we have made considerable investment in our School facilities in order to make a very attractive work environment. We have worked hard, to develop our estate at the highest standards, and take extreme pride in our powerful and welcoming learning/working environment for the entire School of Medicine community. We take particular pride in our skills rooms, simulation center, laboratories and classrooms. We have worked hard to develop a learning environment in Frankfurt at the highest standards.

- **It is plausible that the Frankfurt branch and its programme will attract sufficient number of students to support the school and its facilities and its programme.**

  Thank you for the positive comment. We believe that the Frankfurt branch will be successful in attracting high quality and a sufficient number of students.

B. Conclusions and Final Remarks

The EEC was impressed by the excellent buildings and facilities for delivering the medical programme during the first phase of the EUC (Frankfurt) branch. There is a small but enthusiastic team of teaching, administration, professional and technical staff.

The School is extremely pleased that the EEC not only found that the School has excellent facilities to deliver its program, but also that our staff, albeit still small, is well-qualified and passionate about their work. We would like to thank the EEC for recognizing that our School facilities and resources are excellent, making a very attractive work environment. We have worked hard, to develop our estate at the highest standards, and take extreme pride in our powerful and welcoming learning/working environment for the entire School of Medicine community. We take particular pride in our skills rooms, simulation center, laboratories and classrooms. We have worked hard to develop a learning environment in Frankfurt at the highest standards. We are pleased with the strong work ethic of our staff members, who work with passion, dedication and ethos.

Throughout this report we have identified a good number of strengths. There are also some areas for improvement and for these, we have attempted to offer constructive recommendations.

We are grateful to the EEC for their candid discussions regarding the Frankfurt branch and our program, and the insightful comments and suggestions throughout their report. As in the past, we have found this an important learning process, allowing us to improve in our efforts.

We are of the opinion that with continuing preparations, EUC (Frankfurt) can be ready to accept students in September.

The School is extremely pleased that the EEC confirms that EUC is ready to start our program in the Frankfurt branch this coming September.

However we strongly recommend that the School carries out a short and medium term risk assessment and develops appropriate contingencies in the case of e.g. too few or too many applicants choosing EUC (Frankfurt); or plans for a new building being significantly delayed.

We would like to thank the EEC for their prudence, and the School will carry out appropriate risk assessment with contingencies plans. Note, however, that the refurbished building has more than ample space to cover a fully running program, with more educational and support spaces that would be required.

While construction is progressing ahead of schedule, in case of delays in providing the new campus facilities, the School will have access to the neighbouring building which is owned by the agency and already part of the comprehensive plan to develop the quarter.

We also strongly recommend that the School creates a strategy to support students find affordable living accommodation within reasonable travelling distance to the EUC (Frankfurt) campus.

The administration of the School of Medicine will support students in finding housing. The School leadership has already identified a few student housing opportunities that will be made available through the "Greek Home" in the vicinity of the St. Elizabeth Hospital (5 min car drive and 20-minute walk from campus). We recognize the importance of supporting students to find appropriate housing and will augment this effort in preparation of our first cohort of students.

Furthermore, the School must waste no time in addressing the recommendations in this report to enhance the programme and student experience at both campuses.

We greatly appreciate the time and effort made by the EEC to address the program in Frankfurt. We will focus on and address in a timely manner all issues brought up in our discussions during the site visit, as well as the suggestions carefully outline throughout this report.

The EEC was struck by the negative framing of the partnership through use of the terms EUC (Central) and EUC (Frankfurt) despite the School espousing the view that both branches are equal partners. We therefore recommend that the EUC and the Medical School consider further their naming protocol.

We understand the EEC's concern, and suggest the reference to be the Frankfurt branch (as referred to throughout this report) and the Nicosia Campus. We would like to take this opportunity to stress that the Department of Medicine in Frankfurt will be an equal partner with the Department of Medicine in Nicosia. The decisions will be equally applied in both campuses.

The EEC was unable to award many scores of 5 because we were unable to make judgements about the efficacy of policies and regulations not yet implemented, and without in-depth conversations with students and staff within an active programme. We were also unable to review the clinical programme in the absence of known clinical partners offering primary, secondary and tertiary care.

We understand the EEC's difficulty in scoring items that you did not have the opportunity to observe, as they were not yet in implantation.

We would therefore recommend that the EUC (Frankfurt) is reviewed again approximately 18 months after the start of the medical programme in EUC (Frankfurt).

We will welcome a review by the EEC again approximately 18 months after the program is initiated in Frankfurt. We are confident that in depth discussions with students and staff, as well as a review of our clinical program at that time will further support the favorable impression noted throughout this report.

Finally, we would like to thank the EUC for another set of open and constructive discussions and for their generous hospitality for the meetings.

We are grateful to the EEC for their candid discussions regarding the Frankfurt branch and our program, and the insightful comments and suggestions throughout their report. Collectively, we found this a constructive learning process. We all believe that this review was a positive experience and feel that we were provided with important input on how to move effectively forward.

The School thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following their review. We have attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC's comments and suggestions, we are convinced that our Frankfurt branch will be able to more effectively advance its program, ensure the learning outcomes of its students, and the well being of the medical school community.

D. Higher Education Institution Academic Representatives

Name	Position	Signature
Elizabeth O. Johnson	Dean	
Theodoros Xanthos	Chairperson & Program Coordinator	
Fullname	Position	
Fullname	Position	
Fullname	Position	
Fullname	Position	
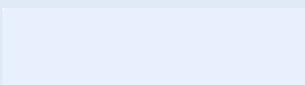
Date: 11 June 2022

Appendices list

European
University Cyprus

INTERNAL REGULATION ON

HARASSMENT AND BULLYING POLICY OF THE EUROPEAN UNIVERSITY CYPRUS

61st Senate Decision: 6 November 2018

Introduction

Scope:
The purpose of this Policy is to state the University's position of the Zero Tolerance of Harassment and Bullying and to raise awareness amongst the University community of behaviour that would be considered Harassment and Bullying. It provides guidance on informal and formal means of dealing with Harassment and Bullying when it occurs. This Policy applies to all registered students of the University (part-time and full-time conventional and distance) all members of staff and faculty and all visitors to the University.

The Policy (in a summarized version) will appear on all Course Outlines, whilst a referral to it will be included on the employs contracts. The full version will be uploaded on the University's webpage.

The aim of the Policy is to:
- Promote a positive environment in which staff and students are treated fairly and with respect;
- Take a zero tolerance approach to all incidents of bullying and harassment;
- Ensure all members of the University community understand their responsibility to contribute to the creation and maintenance of an environment free from bullying and harassment;
- Provide a framework of support for staff and students and for both parties involved in any complaints or allegations
- Provide a mechanism to resolve issues
- To ensure that the University abides by or takes into account relevant laws and regulations, in particular, the Equal Treatment in Employment and the Workplace Law of 2004 (58(I)/2004) and the Equal Treatment of Men and Women in Employment and the Workplace Law of 2002 (205(I)/2002).

The European University abides by the fact that every one of its members is entitled to work and study in a supportive environment that values and promotes personal dignity. The university is thus committed to creating and maintaining a positive work and study environment for all members of its community, and as such it takes all reports of harassment and bullying extremely seriously. The University encourages an informal resolution wherever possible, nevertheless all complaints of harassment or bullying will be regarded seriously and may lead to disciplinary action. Formal complaints will be investigated initially by the Bullying and Harassment Committee, to ensure the procedure is thorough and fair to all parties involved. The Committee will the assess whether the complaint needs to be forwarded to the Disciplinary Committee or can be resolved informally.

Individuals who bring a complaint, or act as witnesses to a complaint, under this policy will be protected from victimization or unfavourable treatment arising as a result of bringing the complaint.

What is bullying?
Bullying constitutes behavior which is
- Deliberate
- Has an intent to harm
- Is repeated over time, and
- There is an imbalance of power between victim and bully.

For bullying to have occurred, all four features must be present. For instance, a legitimate work-based request could be deliberate (i.e. purposeful in its intent), repeated, and have a perceived detrimental effect on the staff member's psychological or physical health. However, it would not be unreasonable, since we need to make requests of others in order to get work done. The request does not constitute bullying, as not all four features are present.

Some examples of **bullying** could include:
- Violence
- Shouting
- Sarcasm
- Constant destructive criticism
- Ignoring or ostracising
- Patronising comments
- Setting a person up for failure with impossible workloads and deadlines.

Harassment:
Harassment is unwanted behaviour which has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating, or offensive environment. Harassment might be related to:
(a)
- Age
- Disability;

- Race;
- Sex;
- Gender reassignment;
- Religion or belief; or
- Sexual orientation

(b)

Sexual Harassment

(c)

Treating an employee or student less favourably because he or she rejects sexual harassment related to sex or gender reassignment or submits to it (tolerates it or allows it to happen).

Victimization

Victimization is when a person is mistreated because they have made, or intend to make, a complaint of discrimination (including harassment or bullying), or have helped another person to make a complaint by providing evidence or information. Victimization can count as unlawful discrimination and result in disciplinary action, regardless of the outcome of the original complaint.

Procedure for filing a complaint involving a student (student/faculty, faculty/student, administrator/student, student/administrator, administrator/faculty, faculty/administrator)

The University has a clear 2 stage Complaints Procedure to address informal and formal concerns or complaints. In brief this consists of:
Stage 1 Early Resolution
Stage 2 Formal Complaint

1. The Complainant submits an informal complaint to the Chairperson of the Department and Administrator of the School. If the Chairperson is either the complainant or the person the complaint is filed against, then the complaint is submitted to the Dean. If the Dean is involved, then the complaint is submitted to the Rector. The Complaint Document must provide information on:
   a) the nature of the concern;
   b) the supporting evidence;
   c) any actions taken to try to resolve the complaint;
   d) any outcome/resolution the complainant is seeking
2. The Chairperson after reviewing the informal complaint, forwards this to the Bullying and Harassment committee. The Committee then evaluates whether the complaint can be resolved through mediation (Stage 1: Early Stage Resolution). Mediation services can be offered by the members of KEPSYPA.
3. If mediation in resolving the issues fails or the nature of the complaint is assessed by the Bullying and Harassment Committee as very serious then the case is forwarded to the Grievance Committee (Stage 2: Formal Complaint) where the Charter based procedures are set in motion(https://intranet.euc.ac.cy/intranet/includes/secure_file.cfm?ID=13&menuI

[D=5201](#)). The Grievance Committee should reach a decision within 30 calendar days of receiving the Formal Complaint.

4. The Grievance Committee informs the Rector or Dean or Chairperson in writing upon the decision
5. The Rector or Dean or Chairperson informs all individuals involved upon decision in writing.

Procedures relating to individuals (e.g., administrator/administrator) answering to HR will be provided at a later time with the collaboration of HR.

European University Cyprus

INTERNAL REGULATION ON
EUC SEXUAL HARASSMENT POLICY

61st Senate Decision: 6 November 2018

The Policy Statement

European University Cyprus tries to maintain a safe and productive work environment, free of any form of harassment. Thus, the University prohibits harassment, including sexual harassment in the workplace, whether it is committed by management, colleagues, customers and/or students (in respectively to the part it involves). Employees are therefore required to conduct themselves in a manner that does not violate the University's harassment policy and report all sexual harassment that they believe occurs either against them.

Any person found to have sexually harassed another will face disciplinary action. All complaints of sexual harassment will be taken seriously and treated with respect and in confidence. No one will be victimized for making such a complaint.

Definitions

Harassment is unwanted behavior, which is hostile and/or offensive to the recipient or others, and which is not justified by the professional and/or working relationship. Such behavior may be physical, verbal or non-verbal.

Harassment often involves the abuse of power. Although harassment is most commonly sexual or racial, people may also be harassed for other reasons, such as disability or age, or simply because someone has taken a personal dislike to them.

- Disability Harassment is unwanted behavior of a hostile or offensive nature a person's disability.
- Racial Harassment is unwanted behavior of a hostile or offensive nature based on race or ethnic origin or expression by a person of one racial or ethnic origin against a person of another.
- Sexual Harassment is unwanted behavior of a sexual nature or behavior of a hostile or offensive nature based on gender or sexuality.

Different kinds of situations can produce different experiences, and differences in attitudes and cultures can mean that what is perceived as harassment by one person may not be seen as such by another. However, the common link is that such behavior is unwanted by the recipient or others, and would be regarded as harassment by any reasonable person. Any difficulty in defining what constitutes harassment should not deter

anyone from complaining of behavior which causes them distress, nor should they be deterred by embarrassment, intimidation or fear of publicity. The sensitivity of harassment complaints and the need for confidentiality will be respected.

Examples of conduct or behavior which constitute sexual harassment include, but are not limited to:

All students, staff, contractors and visitors, and anyone acting on behalf of the University, will respect the rights of others and will refrain from:

- unwanted behavior that is not justified by the professional and/or working relationship, such as intimidating behavior;
- unwanted physical conduct, such as unwelcome touching or invasion of personal space;
- unwanted verbal conduct, such as unwelcome sexual advances, racist comments, remarks about disability, derogatory name calling, slogans, insults, ridicule of a person for differences, stereotyping, offensive jokes, abuse, threats or questions or comments of a personal nature;
- unwanted non-verbal conduct, including sexually suggestive gestures, staring and leering;
- conduct that, ridicules, intimidates or abuses, undermines or undervalues an individual because of characteristics such as her/his sex or sexuality, disability or race, including derogatory or degrading remarks or insults or offensive comments about appearance or dress;
- unwanted non-verbal conduct, including the display, storage or transmission of offensive material;
- abuse of power relations, such that individuals receive unfair treatment based on characteristics such as age, culture, disabilities, ethnic origin, gender, race, religion or sexuality;
- any incitement to commit any of the above behavior;

Outside complaints mechanisms
A person who has been subject to sexual harassment can also file a complaint to the nearest police station.

Sanctions and disciplinary measures
The nature of the sanctions will depend on the gravity and extent of the harassment. Suitable deterrent sanctions will be applied to ensure that incidents of sexual harassment are not treated as trivial.

Implementation of this policy
European University Cyprus will ensure that this policy is easily accessible by all concerned. It will be included in the staff handbook. It is the responsibility of every manager to ensure that all his/her employees are aware of the policy.

European University Cyprus and Cyprus College

CODE OF CONDUCT AND ETHICS

Contents

MESSAGE FROM THE CEO

We strive for permanence, purpose, and ethicalness in all that we do.   By behaving this way, we have earned the trust of our students, alumni and their families, our associates, our community and each other. This is our greatest asset. Protecting this asset is a responsibility of everyone at European University Cyprus and Cyprus College.

Acting ethically, and in accordance with the law, is at the very core of who we are. Maintaining our integrity is more important than any financial gain.

The Code of Conduct and Ethics sets out principles of integrity and ethical behavior, and our responsibilities to each other, our students, our suppliers, our stakeholders the public and the environment. The Code sets a baseline; it does not cover every issue that may arise, but it establishes standards and a methodology to guide us in always doing the right thing.

All employees must read the Code and abide by its content as well as refer to it often. If you are uncertain about the right course of action, or if you observe conduct that may violate the Code, seek guidance from your supervisor or the Compliance Officer.

Our serious commitment to the Code of Conduct and Ethics, and all it represents, is critical to our organization's sustainability and long-term success.

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Dr Christoforos Hadjikyprianou
CEO & President of the Council

THE CODE AT A GLANCE

We each must accept our responsibility to promote integrity and ethical conduct in all our activities. We have a responsibility to ask for help when we are unsure of the appropriate action, and speak up when we see something that looks wrong. We can receive help and report an incident to our Compliance Officer.

ETHICAL INSIDE THE UNIVERSITY/COLLEGE

- All records–including not only financial accounts, but all electronic or written records such as student grades and attendance records, expense reports, personnel records and time sheets–accurately and fairly reflect the underlying event or transaction.

- We use the University/College's assets for legitimate purposes related to our operations and protect the assets and intellectual property of others.

- We protect the University/College's confidential information and safeguard others' personal information.

ETHICAL WITH OUR PARTNERS

- When working for the University/College, we advance the institution(s)'s best interests. If a situation might be perceived as a conflict of interest, we must disclose it.

- We must never offer or accept business courtesies under circumstances where they could improperly affect, or appear to improperly affect, decision making.

- We must not take advantage of anyone through manipulation, concealment, misrepresentation of facts, or any other unfair dealing.

- We comply with all applicable laws on antitrust and competition, international trade, and anti- money laundering.

ETHICAL WITH COMMUNITIES AND GOVERNMENTS

- We do not offer or accept bribes or improper payments of any kind, whether in dealings with public officials or individuals in the private sector, including students.

- We must consult the University/College's Compliance Officer before engaging in any political activity on behalf of the University/College.

- We must never make a charitable contribution for an improper purpose, or when it may create the appearance of a bribe.

- If we use social media, we do so in a personal capacity, and not in any way that might harm the University/College, our colleagues, students, or business partners.

- If we receive a media inquiry about the University/College, we should immediately direct it to the Marketing and Communications Department.

RESOURCES

The Code of Conduct and Ethics provides general principles and guidelines for guidelines for a wide variety of situations, but cannot dictate a specific course of action for every possible circumstance. Even after reading the Code, we may have questions about appropriate conduct in a particular situation, or we may observe something that may be a violation of the Code or the law.

We have a responsibility to ask for help when we are unsure of the appropriate action, and speak up when we see something that looks wrong.

For employment-related issues such as harassment, discrimination, bullying or other interpersonal conflicts, we should contact the Human Resources Department or raise the issue to our supervisor.

WHO IS OUR COMPLIANCE OFFICER?

Compliance Officer is the official contact designated to address questions about the Code, receive reports of possible misconduct, help resolve issues and provide certain approvals under the Code. The European University Cyprus/Cyprus College Compliance Officers are the **Chief Financial Officer** and the **Human Resources Director**

WE MAY CONTACT

- Our supervisor or higher levels of management
- Our Compliance Officers
- The Human Resources Department

MISSION

European University Cyprus and Cyprus College's vision is to be a leading university/college in the region, offering excellence in teaching, research and student support. Our purpose is to educate our students for successful and fulfilling careers, understand and serve the needs of our society and create knowledge through research and innovation.

WHO WE ARE

European University Cyprus was established as Cyprus College in 1961 and was granted University status in 2007. Over the last decade, the university has fostered a culture of modernization that has resulted in levels of growth that have exceeded all expectations, upgrading the quality of tertiary education in Cyprus and defining a clear international orientation for the university and country.

Cyprus College was founded in 1961 by Ioannis Gregoriou, and it is the oldest tertiary educational institution in Cyprus. Its purpose was to provide a well-rounded education of high caliber where students would acquire the necessary academic and practical knowledge in the field of Business Administration. Today we are proud to say that this objective has been fully realized. In 1998 the School of Professional Studies had been formed through the acquisition of BPP College, an institution which offered primarily professional programs. Thus, the College today, by expanding into the field of professional courses, offers tuition leading to the ACCA, ICAEW, CAT, DiplFR and CFA qualifications.

OUR RESPONSIBILITIES

We are committed to acting honestly and ethically. This means that we each must accept our responsibility to promote integrity and ethical conduct in all of our activities.

Nevertheless, situations will arise in which the proper course of conduct may not be obvious. The key is to exercise good judgment. This means following the spirit of the Code and the law, and always doing the right thing. We should ask ourselves:

- Am I acting honestly?
- Am I acting consistently with the Code and the law?
- Could my actions harm the university/college or my institution?
- Am I treating others fairly and respectfully?
- Would I want to see my actions reported on the Internet or in the media?
- What would my colleagues, friends, and family think of this decision?
- Am I acting consistently with my values and university/college values?

WHAT SHOULD I DO?

Q. My manager has asked me to do something that I think violates the Code. What should I do?

A. Talk to your manager about it. You may have misunderstood what you were being asked to do, or your manager may have overlooked relevant facts or circumstances. If this does not resolve the matter, or you don't feel comfortable raising the issue with your manager, speak up.

Under no circumstances should you take any action that violates the Code. If you violate the Code, the fact that your manager asked you to do something will not protect you against disciplinary action.

LEADERS | Being the Example

Leaders set the tone. They act as role models and communicate behavioral expectations. Leaders must:

- Be an example of ethical behavior and appropriate conduct at all times.
- Take steps to ensure that those they manage understand and follow the Code.
- Never encourage or direct others to achieve results at the expense of compliance with the law or the Code.
- Create a culture that rewards appropriate conduct and avoids undue pressure to achieve results.
- Create an environment where everyone feels comfortable asking for help and expressing concerns. We all should feel encouraged to speak up and raise concerns without fear of retaliation.
- Provide guidance and assist others in resolving questions concerning the Code.
- Get help when necessary in answering questions or responding to concerns about the law or the Code.

TO WHOM DOES THE CODE APPLY?

The Code applies to every University/College employee. References in this Code to "University/College" includes European University Cyprus & Cyprus College.

FACULTY | Educating with Integrity

Our students are our highest priority. We provide a learning environment that fosters student success. Faculty members are representatives of the University/College, and must demonstrate ethical behavior, academic integrity, professionalism, and respect in dealings with students, parents, colleagues, and communities. Faculty also must follow policies related to their particular areas of responsibility, including academic integrity standards and research ethics.

THE CODE AND OTHER REQUIREMENTS

The University/College is committed to compliance with all laws applicable to its operations. Under certain circumstances, applicable law may establish requirements that differ from this Code. If there is a conflict between the law and this Code, we must comply with the law. If the Code is more restrictive, we should follow the Code.

Our institutions also may impose requirements regarding our conduct through local policies.
If there is a conflict between local policies and the Code, we should follow the more restrictive rule. If we are uncertain, we should consult our Compliance Officer.

SPEAKING UP

WHY WE RAISE CONCERNS

We all have an obligation to maintain the University/College's reputation for ethical conduct and to continue to earn the trust of all those affected by our operations. This means taking action to prevent violations of the law or the Code.

By raising ethics and compliance concerns, we help protect our students, our institution, and ourselves. Raising concerns gives us the opportunity to deal with the issue and correct it, ideally, before it becomes a violation of the law or a risk to others.

We should speak up if we have a question about appropriate conduct, or if we observe behavior that concerns us, even if we are not certain that a violation has occurred.

WHAT HAPPENS WHEN WE RAISE A CONCERN

European University Cyprus and Cyprus College will take all reports of possible misconduct seriously and investigate accordingly. Prompt reporting when we suspect a Code violation is vital to ensuring a thorough investigation and timely resolution.

During the investigation process, designated University/College personnel will:

Form an investigation plan

1. Determine the facts through interviews and review of documents.
2. Determine corrective action, if necessary.

HOW WE RAISE A CONCERN

If we have a question, or suspect a violation of the law or our Code, we need to seek assistance as described in the Resources section of this Code.

We may raise a concern anonymously, but we are encouraged to identify ourselves to facilitate investigation and further communication. If we make our identity known, the University/College will take every reasonable precaution to keep our identity confidential, consistent with conducting a thorough and fair investigation.

Reports of suspected violations should always be made honestly. It is a violation of the Code to make knowingly a false accusation.

> **We should not try to investigate or resolve a matter on our own, but if we become involved in a Code investigation, we should cooperate fully and answer all questions completely and honestly. Any interference with a Code investigation is a Code violation.**

NO RETALIATION

The University/College has a **zero tolerance policy for retaliation**. We do not allow anyone to be treated badly because they have raised an issue honestly. Any retaliation against a person who raises a Code concern honestly or participates in a Code investigation, is a violation of the Code and grounds for disciplinary action, including dismissal.

Retaliation can take many forms, including intimidation, denial of a promotion, a poor performance review or termination of employment. This can include subtle actions, like failure to include someone in social activities to which they might otherwise have been invited. All of this behavior is prohibited if it is meant to punish someone for having raised a concern.

We all must remain vigilant for signs of retaliation, in our own conduct, and in the conduct of others. If we work with someone who has raised a concern or provided information in an investigation, we should continue to treat the person with courtesy and respect. If we believe someone has been retaliated against, we should report the matter.

ACCURATE RECORDS AND REPORTING

OUR RESPONSIBILITIES

The accuracy of our books and records is critical to our operations and to our reputation and credibility. These records are necessary for our internal decision-making and form the basis of our reporting to investors, government agencies and others. <u>All University/College</u> records– including not only financial accounts, but all electronic or written records such as student grades and records, expense reports, and time sheets–accurately and fairly reflect the underlying event or transaction.

All reports and documents that the University/College submits to any government agency or other third party, and all other public communications and disclosures made by the University/College, must be full, fair, accurate, timely and understandable.

CONTRACTS

Among the most important University/College records are the contracts by which we commit our resources and agree to certain actions. We must ensure that any contractual commitment is properly negotiated, reviewed, approved, executed, reported, recorded, and retained.

WHAT TO WATCH OUT FOR

We must:

- Not falsify any document.

- Record all financial transactions in the proper account, department and accounting period.

- Follow all internal controls.

- Provide prompt and accurate answers to all inquiries made to us in the preparation of public reports and disclosures.

- Raise any concerns about the accuracy of our records or the effectiveness of our internal controls.

RECORD RETENTION

We must:

- Retain all records for the period of time specified in any applicable record retention schedule, and then properly dispose of them.

- Abide by all notices to retain records in the event of litigation or government investigation.

WHAT SHOULD I DO?

Q. I've gone over budget on marketing expenses, but if I delay submitting some of the vendors' invoices until next quarter, I can cover some of the excess. Is that OK?

A. No. We must always record expenses in the accounting period in which they were incurred.

Q. I'm in Sales and I'm short on my enrollment target for the month. I have spoken to a few prospective students who I believe will enroll soon. If I put them in the system now, I can make my quota, and everything will be OK when they do enroll.

A. Don't do it. Recording enrollments in the system before they occur is falsification of our records. The University/College is required to report information related to enrollment or/and staff to government agencies and/or external accreditation bodies

PROTECTING ASSETS

OUR RESPONSIBILITIES

We use the University/College's assets for legitimate purposes related to our operations.

We protect our assets as follows:

- Keeping computers, laptops, and mobile devices secure
- Never using these assets for illegal or improper purpose–including gambling, pornography, or to further a business outside of the University/College–or in any manner that is contrary to the University/College's policies or the Code
- Using assets, such as research grant funds, only for their intended purpose

We use technology responsibly as follows:

- Creating strong passwords, keeping them safe and never sharing them
- Making limited personal use of the University/College's technology assets
- Keeping to a minimum the transfer to a University/College computer of any data, information, or software that is not intended for use in our operations

WHAT TO WATCH OUT FOR

We also protect the assets and intellectual property of others as follows:

- Not making copies of, or reselling or transferring copyrighted publications (including software, articles, books, curricula, and databases) as well as confidential and proprietary information of others, unless authorized to do so under an appropriate license agreement.
- Not bringing to the University/College work product or intellectual property that belong to our former employers.
- Not using another's written or electronic materials without attribution or appropriate consent is plagiarism or infringement. It is a violation of the Code, and may be a violation of the law.

WHAT ARE UNIVERSITY/COLLEGE ASSETS?

Tangible assets include:

- physical property (including equipment, supplies and real estate);
- money and financial equivalents;
- computer systems, software, and electronic devices.

Intangible assets include:

- intellectual property such as trade secrets, patents, trademarks and copyrights;
- business and marketing plans;
- curricula, designs and databases;
- records (including student and employee records, salary information, contact information lists);
- unpublished financial data and reports and
- student lists.

WHAT SHOULD I DO?

Q. It's been a busy day, and I have not had a chance to get out of the office for a break. Can I use my University/College computer to complete a personal online banking transaction?

A. No. Personal use of University/College systems is not acceptable as it might interfere with your ability to do your job, University/College operations or the operation of our systems.

PROTECTING INFORMATION

OUR RESPONSIBILITIES

We protect the University/College's confidential information from unauthorized use or disclosure. Improper disclosure of the University/College's confidential information could harm the University/College or our students or give an unfair advantage to our competitors.

WHAT IS CONFIDENTIAL INFORMATION?

Confidential information includes all proprietary or non-public information, whether created inside the University/College or entrusted to us by students or others.

Examples include:
- information related to individual employees, faculty members or students
- trends and projections
- information about financial performance
- targets and budgets
- marketing plans
- enrollment trends
- lead flow, conversion and graduation rates;
- academic programs or degrees in development;
- growth or expansion plans
- information about potential acquisitions, divestitures, and investments
- significant personnel changes
- existing or potential major contracts, orders, suppliers, or finance sources

WHAT TO WATCH OUT FOR

- We must not share the University/College's confidential information with anyone, inside or outside the University/College, unless they have a legitimate reason to know, or disclosure is required by law.

- We must follow all policies related to GDPR and the protection and classification of confidential information.

- When sharing confidential information outside the University/College, we should take appropriate action, such as the execution of a confidentiality agreement, to protect against misuse.

WHAT SHOULD I DO?

Q. I received an internal email with confidential information. I know I can't share it with anyone outside of the University/College who isn't authorized to see it, but can I share it with a coworker?

A. You should only share confidential information with other employees who are authorized to see it and need to know the information as part of their job.

12

DATA PRIVACY

OUR RESPONSIBILITIES

The University/College is entrusted with personal information about our students, employees and business partners. We must safeguard this information as we would our own.

WHAT ARE "PERSONAL DATA"?

Examples include:

- address
- age
- race
- religion
- sexual orientation
- employment and salary information
- student grades and other records
- medical information
- financial account numbers
- government identification numbers
- criminal convictions
- political affiliations

WHAT TO WATCH OUT FOR

Those of us who have access to the personal data of others must:

- Handle that data in accordance with applicable law and any relevant privacy policies or contractual obligations.
- Prevent unauthorized disclosure.
- Collect, use and process such information only for legitimate purposes.
- Limit access to the information to those who have a legitimate purpose for seeing it and who are trained in the proper handling of this information.
- Consult with our local IT team to understand how best to protect these data.

WHAT SHOULD I DO?

Q. I am in discussion with a vendor for certain services that will require the vendor to store and use personal data of our students and potential students. Is there anything I need to do to protect these data?

A. Consult with IT Security and the University/College's DPO before entering into a contract with the vendor or transferring any personal data to them. Our DPO can ensure that the necessary protections are in place. For more information on the GDPR law please click here

CONFLICTS OF INTEREST

OUR RESPONSIBILITIES

When working for the University/College, we advance the University/College's best interests. A conflict of interest arises when our personal activities and relationships interfere, or may appear to interfere, with our ability to act in the best interest of the University/College. Acting in furtherance of personal interests when those interests conflict with the University/College can harm the organization, and even the appearance of a conflict may cause others to doubt our fairness.

If there is a chance that a situation might be perceived as a conflict of interest, we must disclose it to our supervisor and our Compliance Officer and take steps to get it resolved.

Common conflict of interest situations include:

- Having a financial interest in a company that does business with the University/College.
- Receiving compensation or other incentives from a company that does business or seeks to do business with the University/College, or that competes with us.
- Holding a second job that interferes with our ability to do our job at the University/College.
- Hiring or being part of the hiring procedure of a supplier managed or owned by a relative or close friend.
- Allowing personal relationships at work to influence, or create the appearance of influencing, our ability to act in the best interest of the University/College.

> **Conflicts of interest can take many forms. The Code cannot address every potential conflict of interest situation, so we must use good judgment and seek guidance when unsure.**

WHAT TO WATCH OUT FOR | Outside Interests

We avoid investments or other financial interests that could interfere, or appear to interfere, with our ability to make decisions in the best interest of the University/College.

We must not:

• Hold a financial interest in, or receive any personal benefit from, any of the University/College's suppliers we deal with, unless we have Compliance Officer approval.

• Take for our own benefit, or that of a friend or family member, any business opportunity, including acquiring an interest in real or intellectual property, in which the University/College has, or might have, a legitimate interest.

• Receive a loan from the University/College if we are an executive officer

WHAT SHOULD I DO?

Q. I have to select a new supplier to provide certain technology services on campus. My brother owns a technology company that I know will do a good job, and he'll give us a good price. Can I hire my brother's company?

A. You should not be involved in the selection process, as it might appear to others that you are favoring your brother rather than making an objective decision. You should notify your supervisor and Compliance Officer of your potential conflict of interest, and remove yourself from the decision-making process. Others can make the selection decision, and if your brother's company offers good service at a good price, he will be seriously considered.

WHAT TO WATCH OUT FOR | Family and Friends

Many of us have relatives or friends who have business relationships with the University/College, our suppliers or competitors. These circumstances can raise conflict of interest questions because others might think we are favoring these relationships above the University/College's interests.

• We must seek approval by the Compliance Officer before we can deal with a company on the University/College's behalf if we have a relative who is employed by the company, or if our relative owns more than 1% of the company.

• In general, we should not supervise relatives, either directly or indirectly. Compliance Officer approval is required for any exceptions.

• We should take care not to allow friendships, either at work or outside, to interfere with our ability to act in the University/College's best interests.

WHO IS A "RELATIVE" UNDER THE CODE?

- spouse
- domestic partner
- parent
- child
- grandchild
- sibling
- mother- or father-in-law
- brother- or sister-in-law.

Even when dealing with relatives other than those described above, we should take care not to let our relationship interfere with our responsibilities to the University/College.

RELATIONSHIPS WITH STUDENTS

Nothing is more important than our students. For those who interact with students, particularly faculty members, we must take care with the relationships we build. Getting to know students, and developing friendships with them, is admirable, but:

• We must not let personal relationships interfere with treating students fairly and grading their work objectively.

• We must avoid romantic relationships with students if we are teaching them or otherwise dealing with them in a professional capacity.

• We must not take advantage of the teacher- student relationship by offering students commercial services—such as tutoring for pay—outside the University/College.

WHAT TO WATCH OUT FOR | Outside Employment

If we work outside the University/College, we ensure that these other duties do not interfere with our ability to perform our job for the University/College.

- We must not be employed by, or receive any compensation or loan from, a supplier if we deal with them on the University/College's behalf.

- We must not be employed by, or receive any compensation from, another institution of higher education. There is an exception for faculty not in a management position, who are allowed to provide services to other educational institutions. Other situations require Compliance Officer approval.

- We must not serve as an officer or director of any for-profit company or any higher education institution outside of the University/College without first seeking Compliance Officer approval.

  – Part-time faculty need to seek approval only to serve as an officer or Director of a higher- education institution

EMPLOYEES AS STUDENTS

Faculty and employees may, from time to time, enroll as students at the University/College. This is perfectly acceptable, but instructors should take care not to treat these students differently because they are employees.

WHAT SHOULD I DO?

Q. I am an accountant, and one of the vendors with whom I occasionally interact has asked me to do some part-time accounting work for them in the evening and on weekends. I would like the extra money. Can I accept the job offer?

A. No. Accepting a job from a vendor with whom you interact on behalf of the University/College might create the appearance that the vendor is trying to influence your decision-making on behalf of European University Cyprus/Cyprus College.

17

GIFTS, MEALS, ENTERTAINMENT AND OTHER BUSINESS COURTESIES

OUR RESPONSIBILITIES

Offering or receiving gifts, meals, entertainment, hosted trave, or other courtesies can be a legitimate means of strengthening relationships, but we must never offer or accept such courtesies under circumstances where they could improperly affect, or appear to improperly affect, decision making.

In general, such business courtesies given to or received from suppliers, students, and others outside the University/College must be related to a legitimate purpose and given or received without expectation of any improper influence or advantage.

WHAT TO WATCH OUT FOR

- Business courtesies should be reasonable, infrequent, and modest in amount, as well as consistent with internal policy, applicable law, custom, and practice.

- We must never offer gifts, meals, entertainment, or travel to anyone to obtain or retain licenses, approvals, business, or any other type of improper advantage.

- Offering or accepting gifts, meals, entertainment, or other business courtesies above certain monetary thresholds requires Compliance Officer approval.

- We must never give or receive gifts of cash or cash equivalents in our dealings with outside parties.

- Faculty may accept modest gifts from students, but not under circumstances where it might appear that the gift is an attempt to influence.

WHAT SHOULD I DO?

Q. I am in the process of selecting a supplier for an important project, and a sales representative for one of the suppliers bidding on the project would like to take me to dinner to discuss the proposal. Is it OK for me to let her pay for the dinner?

A. No. Modestly priced meals generally are acceptable, but in these circumstance— where you are actively selecting a supplier—accepting the meal would create the appearance of improper influence.

18

FAIR DEALING

OUR RESPONSIBILITIES

It is of utmost importance that we deal with honesty and integrity with the University College's students, suppliers, competitors and each other. We must not take advantage of anyone through manipulation, concealment, misrepresentation of facts or any other unfair dealing.

Fair dealing is of particular importance in our interactions with current and prospective students. We must always do so honestly and without deception.

WHAT TO WATCH OUT FOR

Examples of prohibited conduct include:

- Bribery or payoffs to enhance our operations;

- Acquiring a competitor's trade secrets or confidential information through bribery, theft, or misrepresentation;

- Making false, deceptive, or disparaging claims or comparisons about competitors or their products or services;

- Mislabeling or misrepresenting products or services;

- Making misrepresentations to students and prospective students about course offerings or post-graduation employment

ANTITRUST AND COMPETITION

OUR RESPONSIBILITIES

We compete fiercely, but fairly. We follow all applicable antitrust and competition laws. These laws are designed to protect consumers and competitors against unfair practices and to promote and preserve competition. We grow responsibly and by providing exceptional education – not through prohibited or anticompetitive practices. These include:

- **Price Fixing.** The University/College may not agree with its competitors to raise, lower, or stabilize prices or any element of price, including discounts and credit terms.

- **For example:** The University/College and a competitor university/college may not agree to set a fixed price for a course offering.

- **Limitation of Supply.** The University/College may not agree with its competitors to limit its enrollment or otherwise restrict the supply of its services.

- **For example:** The University/College and a competitor university/college may not agree to offer only certain courses or programs and not offer others.

If we have any doubt about the legality of a particular action or arrangement, we should consult our <u>Compliance Officer</u>.

- **Allocation of Business.** The University/College may not agree with its competitors to divide or allocate markets, territories, or customers.

- **For example:** The University/College may not agree with a competitor university/college to recruit only from a particular geographic area in return for an agreement from that university/college to focus on a different area.

- **Boycott.** The University/College may not agree with its competitors to refuse to sell or purchase products from third parties. In addition, the University/College may not prevent a student from purchasing or using non-European University Cyprus/Cyprus College products or services.

- **For example:** The University/College cannot prevent a student from simultaneously taking courses at competitor universities/colleges.

WHAT TO WATCH OUT FOR

- We must exercise caution in meetings with competitors, as any meeting with a competitor may give rise to the appearance of impropriety.

- We should avoid any communication with a competitor regarding prices, costs, market share, revenues, supplier terms and conditions, product offerings, bids for any contract or program, selection and retention of students, or distribution and marketing methods.

- We should be careful when attending meetings of professional organizations and trade associations at which competitors are present. We should not discuss pricing policy or other competitive terms, plans for new or expanded offerings, or any other proprietary, competitively sensitive information.

MONEY LAUNDERING

OUR RESPONSIBILITIES

European University Cyprus/Cyprus College is committed to complying fully with all applicable anti-money laundering laws. We must conduct business only with reputable business partners, involved in legitimate business activities, with funds derived from legitimate sources.

We must prevent any involvement in money laundering by recognizing questionable financial transactions and conducting appropriate due diligence of our business partners.

WHAT TO WATCH OUT FOR

- Vendor requests for payments to multiple accounts, or using various forms of payment

- Suppliers or business partners who provide incomplete, false, or suspicious information about themselves, or the company they represent

- Suppliers or business partners who want to avoid keeping records or reporting on their transactions

If we observe any unusual activity that could indicate money laundering, we should contact our Compliance Officer immediately.

WHAT IS MONEY LAUNDERING?

Money laundering is the process of concealing or disguising the identity of illegally obtained proceeds so that they appear to have originated from legitimate sources. Money laundering is often used to support crime or terrorism.

BRIBERY & CORRUPTION

OUR RESPONSIBILITIES

We do not offer or accept bribes or other improper payments of any kind, whether in dealings with government officials or individuals in the private sector, including students. We comply with all anti-corruption laws applicable to our operations.

Paying a bribe at times may seem like an easier way to get things done. In many parts of the world bribery is commonplace. However, at European University Cyprus/Cyprus College, making things easier or "that's how business is done here" are never excuses for paying a bribe or engaging in other forms of corruption. At European University Cyprus/Cyprus College, we do not pay bribes, **even if it means we may lose money or delay a project.**

No University/College employee will suffer adverse consequences for refusing to pay a bribe. We must immediately inform our Compliance Officer if anyone demands a bribe from us.

WHAT TO WATCH OUT FOR

Examples of bribes include offering or accepting payments, or the giving of anything of value, to:

- Obtain regulatory approvals
- Obtain construction permits
- Obtain advantageous tax or customs treatment
- Avoid enforcement of laws
- Influence the awarding of a contract or other business transaction
- Gain access to potential students
- Change a student grade or other student document

WHO IS A GOVERNMENT OFFICIAL?

A government official is any officer or employee of any governmental entity at any level, as well as officers and employees of companies or institutions owned or controlled by the state. Examples include educational regulatory officials, government personnel responsible for issuing licenses and permits and employees of public high schools.

ANYTHING OF VALUE

A bribe can be anything that is of value to the person being influenced; bribes do not have to be paid in cash. For example, gifts, meals, entertainment, business opportunities, scholarships, job offers, and even charitable contributions all could be bribes if offered for an improper purpose. There is no monetary threshold; a payment of any amount could be a bribe.

WHAT SHOULD I DO?

Q. I am in discussion with a local hospital about providing clinical positions for our health sciences students. The hospital administrator suggests that he can arrange for the positions if the university supplies the hospital with several television sets.

A. Consult your Compliance Officer. The arrangement may be legitimate, but raises a risk of corruption if any of the televisions are for the personal use of the administrator. Any arrangement with the hospital must be described in a written agreement containing appropriate anti-corruption language, and the televisions must be delivered to and used by the hospital rather than the administrator personally.

WHAT SHOULD I DO?

Q. We have finished construction on a new building, and are awaiting the occupancy permit. The building meets all the requirements for occupancy, but the relevant government official has not issued the permit. When we ask, he says, "I'm very busy, and don't know when I'll get to it." The official has not asked for money, but I believe that if I offer him a small payment, he will issue the permit.

A. Do not make the payment. Contact senior management. There may be action we can take to minimize disruption while we wait. And we should use legitimate contacts and relationships we have at more senior levels of government to resolve the situation appropriately.

OUR RESPONSIBILITIES | Third Parties

We must not do indirectly what we are not permitted to do directly. We must not allow third parties, such as agents or consultants, to engage in bribery, kickbacks, or other improper payments on behalf of European University Cyprus/Cyprus College. We must follow the University/College's due diligence procedures prior to retaining third parties, and monitor third-party activities to ensure that only third parties who conduct themselves ethically are acting on our behalf.

SAFETY EXCEPTION

We have zero tolerance for making or accepting bribes or kickbacks. The only exception is where a payment is necessary to ensure personal safety or safe passage. Even in such cases, we must inform our Compliance Officer as soon as possible after making such a payment.

WHAT SHOULD I DO?

Q. A local tax authority is claiming that our school is delinquent on certain taxes and must pay a large penalty. Our consultant suggests that if we treat the tax commissioner and his wife to a nice dinner the issue will go away. The cost of the dinner will be less than the cost of the penalties.

A. Do not make the payment. Contact senior management. There may be an action that we can take to minimize disruption while we wait and we should use legitimate contacts and relationships we have at more senior levels of government to resolve the situation appropriately.

POLITICAL ACTIVITIES AND CONTRIBUTIONS

OUR RESPONSIBILITIES

Various laws restrict the use of the University/College's assets on behalf of a political party or candidate, including direct monetary contributions. Many laws also restrict the University/College's ability to engage in lobbying. Accordingly, we must consult our Compliance Officer before engaging in such activity on behalf of European University Cyprus/Cyprus College.

We are all free to participate in political activities individually, during our personal time and using our own resources.

WHAT TO WATCH OUT FOR

• We must not engage in any personal political activity (such as running for public office, serving as an elected official, or campaigning for a political candidate) using University/College time or resources.

• All University/College monetary contributions to any political party, candidate, or campaign must be approved in advance

• We must consult our Compliance Officer before using any University/College assets (including the University/College's name, facilities, and systems) for any activities including a political party, candidate, or campaign.

• We must consult our Compliance Officer before contacting any government officials on behalf of European University Cyprus/Cyprus College for the purpose of influencing a law or regulation, or the outcome of a government determination.

CHARITABLE CONTRIBUTIONS

OUR RESPONSIBILITIES

European University Cyprus/Cyprus College will, from time to time, make charitable contributions, including donations and sponsorships that help support the community in which we operate. However, we must never make such a contribution for an improper purpose, or when it may create the appearance of a bribe.

WHAT TO WATCH OUT FOR

- Charitable contributions should be made without expectation of any benefit from the charitable organization or any other party, other than acknowledgement of the contribution.

- Charitable contributions generally should be made only to organizations recognized by law as charitable. Exceptions must be approved by the Executive Committee.

- We must ensure appropriate due diligence on any charitable organization prior to making a charitable contribution.

PUBLIC COMMUNICATIONS

OUR RESPONSIBILITIES

If we use social media, we do so in a personal capacity, and not in any way that might harm the University/College, our colleagues, our students or our business partners.

Social media offer exciting possibilities, but carry many dangers. We must exercise care in the use of all online public forums, including blogs, wikis, chat rooms, social networks, user-generated audio and video or other social media. Because social media tend to blur the line between public and private, even personal online behavior may be subject to this Code.

Whenever we post, we should be honest, truthful, and respectful.

WHAT TO WATCH OUT FOR

- Only those specifically authorized by the University/College may post content as a representative of the University/College, and these individuals must always identify their affiliation with European University Cyprus/Cyprus College.

- If we are not posting on behalf of the University/College, we should make clear our postings are made in our personal capacity.

- We must not post University/College confidential information or the confidential information of our students or business partners.

- We must not use University/College logos, trademarks, copyrighted information, and other intellectual property without specific authorization.

WHAT SHOULD I DO?

Q. I read a post on Facebook that contained inaccurate information about the University/College. Should I respond with a comment correcting the information?

A. No. While your intentions are good, only authorized individuals may speak for the University/College. Instead, notify a member of the Marketing & Communications Department about the article so that appropriate steps can be taken to respond.

ADMINISTRATION OF THE CODE

Responsibility. Administration of the Code is the responsibility of the Human Resources Department.

Ethics & Compliance Guide. The University/College has created the Code of Conduct and Ethics to be used as the business ethical guide by all European University Cyprus/Cyprus College employees aiming to:

- promote a culture of ethical conduct;
- assess ethics and compliance-related risks;
- develop and manage various compliance policies including the Code of Conduct and Ethics;
- coordinate communication and education related to ethics and compliance issues;
- manage investigations into possible misconduct;
- audit, monitor, and assess compliance with the law, the Code, and other policies;
- report to the University/College management and its Executive Committee on these matters.

Compliance with the Code. Each employee is required to read, understand and adhere to the Code. Failure to do so could be considered as a basis for termination of employment.

Investigation. The University/College will take all reports of potential Code violations seriously and investigate accordingly. The Compliance Officer will assess the situation and determine the appropriate course of action. In some cases, the members of the Executive Committee may be involved. Anyone being investigated for a potential Code violation will have an opportunity to be heard prior to any final determination.

Decisions and Discipline. In general, the Compliance Officer or their designee, after consultation with relevant parties, will determine whether a person has violated the Code, and what the appropriate discipline should be. If a violation has been reported, the Compliance Officer will be responsible for making relevant decisions or for delegating this authority to others. Any violation of applicable law or the Code will result in disciplinary action, up to and including termination of employment.

Any person whose employment is terminated for a violation of the Code will be ineligible for rehire with European University Cyprus/Cyprus College. In addition to imposing its own discipline, the University/College may bring any violations of law to the attention of appropriate law enforcement officials.

Waiver. Any waiver of this Code applicable to executive officers or directors may be made only after approval by the Executive Committee and will be disclosed promptly as required by law.

INTERNAL REGULATION ON RESEARCH POLICY

54th Senate Decision: 21 December 2017
60th Senate Decision: 2 October 2018
70th Senate Decision: 13 December 2019
80th Senate Decision: 28 January 2021
86th Senate Decision: 14 October 2021
87th Senate Decision: 9 December 2021

Table of Contents

INTRODUCTION

Within the framework of further contribution to the research community, the mission of the European University Cyprus (from now on referred to as the University or EUC) is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. The university focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

The policy is guided by the following broad objectives:

1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.

2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.

3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.

4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.

5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.

6) The transfer of research-based knowledge to EUC students

Research is conducted by faculty members, research associates/research personnel and PhD students either on their own or within the framework of external (national, European, international) and internal funding programs that are launched by the University.

The Research Policy provides a code of conduct for research and is intended for all staff, including people with honorary positions, faculty members, special teaching personnel, scientific collaborators, special scientists, research associates, and students carrying out research at or on behalf of the University.

All groups mentioned above must familiarize themselves with the Research Policy to ensure that its provisions are observed.

1. EUC Research Ethics Policy

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.

2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.

3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

   It is, however, recognised that it may not always be appropriate or practicable for ethical approval to be sought from the Research Ethics Committee especially when it comes to short or undergraduate projects. Normally undergraduate or taught projects will not require clearance from the Research Ethics Committee and the matter can be dealt with at School and/or Department level. However, when active intervention is involved whether physically invasive or psychologically intrusive the Research Ethics Committee will need to be consulted. In particular, university staff has an obligation to ensure that not only their own research but any undergraduate or masters student research conducted under their supervision is ethically sound. Where research projects are subject to external approval, the School or Department responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the EUC Research Ethics Committee must be provided with proof of this.

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly

with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on http://www.bioethics.gov.cy .

1.2 General Principles

1. The EUC Research Ethics Policy is based on widely accepted principles and practices governing research involving human participants. The key elements are:
    - Minimal risk of harm to participants and researchers;
    - Potential for benefit to the society;
    - Maintenance of the dignity of participants:
    - Minimal risk of harm to the environment;
    - Voluntary informed consent by participants, or special safeguards where this is not possible;
    - Transparency in declaring funding sources;
    - Confidentiality of information supplied by research participants and anonymity of respondents;
    - Acknowledgement of assistance;
    - Appropriate publication and dissemination of research results;
    - Independence and impartiality of researchers.

1.3 The Definition of Human-Related Research

1. All human-related research which includes one or more of the following require ethical assessment and approval at the appropriate level:
    - Direct involvement through physically invasive procedures, such as the taking of blood samples
    - Direct involvement through non-invasive procedures, such as laboratory-based experiments, interviews, questionnaires, surveys, observation
    - Indirect involvement through access to personal information and/or tissue
    - Involvement requiring consent on behalf of others, such as by parents for a child participant

1.4 Vulnerable Participants

1. Some participants may be particularly vulnerable to harm and may require special safeguards for their welfare. In general, it may be inappropriate for undergraduates to undertake research projects involving such participants.
2. Particularly vulnerable participants might be:
    - Infants and children under the age of eighteen
    - People with physiological and/or psychological impairments and/or learning difficulties.

- People in poverty
- Relatives of sick, or recently–deceased, people

1.5 The Legal Framework, the Role of Professional Associations and Research Councils

1. All research undertaken under the auspices of EUC must meet statutory requirements. Of particular relevance is the Bioethics Law (N.150 (I)/2001 and 53 (I)/2010), the Data Protection Law (2001), the Patients Protection Law (2005), and all those laws that create the legal framework for the Cyprus National Bioethics Committee.
2. Researchers in particular disciplines should comply with any research ethics guidelines set out by their professional associations.
3. Research Councils, charitable trusts and other research funding bodies in most cases require an undertaking from grant applicants that research proposals involving human participants have been approved by the University Research Ethics Committee or another appropriate body. Some also require audited compliance with their guidelines.

2. Good Research Practices / Code of Ethical Conduct in Research

2.1 Code of ethical conduct in research

Scholarly inquiry and the dissemination of knowledge are central functions of the University. They can be carried out only if faculty and research personnel abide by certain rules of conduct and accept responsibilities stemming from their research. And they can only be carried out if faculty and research personnel are guaranteed certain freedoms. The University expects that faculty and research personnel will be bound by the following research practices:

All faculty and research personnel are free to choose any research matter, to receive support from any legitimate source, and to create, analyse and derive their own findings and conclusions.

Research methods, techniques, and practices should not violate any established professional ethics, or infringe on health, safety, privacy and other personal rights of human beings and/or animals.

The above principles define the university's role with respect to research carried out on its premises. They are set forth to reinforce, and not diminish each faculty and research personnel's personal responsibilities toward their research, and to assure that each faculty and research personnel's source of funding and research applications are consistent with moral and societal conscience.

2.2 Openness in research

The University recognizes and supports the need for faculty and research personnel to protect their own rights, be they academic or intellectual property rights. Even so, the University encourages all faculty and research personnel to be as open as possible when discussing their research with other researchers and the public. This aims at the dissemination of research performed in the University to enhance the international research community's knowledge and understanding.

2.3 Integrity

Faculty and research personnel must be honest about their research and in their review of research coming from other researchers. This applies to all types of research work, including, but not limited to, analysing data, applying for funding, and publishing findings. The contributions of all involved parties should be acknowledged in all published forms of findings.

Faculty and research personnel are liable to the society, their professions, the University, their students and any funding agency that may fund their research. For this reason, faculty and research personnel are expected to understand that any form of plagiarism, deception, fabrication or falsification of research results are regarded as grave disciplinary offences managed by procedures described in detail in Section 2.4.

Any real or potential conflict of interest should be reported by faculty and research personnel to any affected party in a timely manner in all matters concerning research and peer review. According to the United States National Institute of Health "Conflict of interest occurs when individuals involved with the conduct, reporting, oversight, or review of research also have financial or other interests, from which they can benefit, depending on the results of the research." (http://www.nih.gov).

2.4 Misconduct in research

Misconduct in research may involve Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results. To prove that there has been misconduct in research, the following conditions must be met: The performance of said research has significantly deviated from accepted practices used in the field that the research was performed, and there was intention in the misconduct by the researcher(s).

Any allegations about misconduct in research will be investigated by the University thoroughly, through a special committee formed as described in the University Charter, Annex 11, Article VII.

2.5 Wide dissemination of Research Results

The results of publicly-funded research must be widely disseminated. Wide dissemination can be achieved through teaching, publication, knowledge transfer, or other scientific endeavours which enable open access and ensures availability of knowledge and benefits produced in the framework of research. The dissemination of publicly-funded research is monitored by the Dean of each School and pertinent information is submitted to the Vice Rector through the School Annual Report.

3. Intellectual Property Policy

3.1 Introduction

The EUC is dedicated to teaching, research, and the extension of knowledge to the public. Faculty, research personnel, and students at the University, hereafter referred to as "University Employees," recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Because of these objectives, the need is created to encourage the production of creative and scholarly works and to develop new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization.

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organization.

The policy is based on the principles that will govern the ownership rights emanating from research of and/or materials produced by the EUC's members of staff and students, and to establish objectively fair and equitable criteria for the transfer of knowledge. The EUC thus aims to provide support services to promote the creation of Intellectual Property (IP) whilst seeking to maximize the commercial exploitation of the resulting IPR.

Intellectual Property includes, but is not limited to, patents, registered designs, registered trademarks and applications and the right to apply for any of the foregoing, copyright, design rights, topography rights, database rights, brands, trademarks, utility model rights, rights in the nature of copyright, knowhow, rights in proprietary and confidential information and any other rights in inventions.

The EUC acknowledges that registration and commercial exploitation of Intellectual Property is often a long and costly process that is justified once it is ascertained that there exists a business case for such registration and exploitation. It is known that in practice, only a small number of works can be commercially exploited in a viable manner, depending on the nature and marketability of the work in question.

3.2   Definitions

For the purposes of this Policy:

Creator - "Creator" shall mean, employees of EUC, a student, non-employees contracted to EUC for contracts and services, or a member of a Visiting Teaching Staff involved in the production of Disclosable Work.

Disclosable Work – "Disclosable Work" shall mean such work that is novel, original, and/or important and is likely to bring impact and enhance the Creator's reputation. This work is characterized by the IP rights it generates.

Intellectual Property Policy – "IP Policy" is the name of the policy described here that outlines the regulations of the EUC in regard to disclosure and exploitation of Intellectual Property Rights (IPR).

Organization – "Organization" for the purpose of this document is the European University Cyprus (EUC).

Intellectual Property Adjudication Committee – is the name of the committee established to resolve disputes over interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy.

The Office of the Vice Rector for Research and External Affairs – is the office within the EUC responsible for the development of and enacting this IP Policy and is the interface between the EUC and the Technology Transfer Facility.

The EUC Research & Innovation Management Board (thereafter EUC – RIMB) – is the entity within EUC responsible for the management of knowledge transfer activities and the re-investment of potential revenue in non-economic research activities.

Technology Transfer Facility – "TTF" for the purpose of this policy, is the relevant body responsible for Technology Transfer support in Cyprus.

3.3   Intellectual Property Regulations

3.3.1 Responsibility

1.   The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2.   The IP Policy also recognises that all members of staff and students require

support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC's employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):

- Inventions (whether or not patentable);
- Methodologies;
- Software;
- Databases;
- Educational/training materials and tools;
- Modelling tools;
- Solutions to technical problems; and
- Design/artistic products.

3.3.3 A Summary of the main classes of IPR is listed below:

Patent

A registered patent provides a time-defined (up to 20 years) geographically defined monopoly right to exploit a new commercially valuable invention or process. The basis of the permission to exploit is that the invention's working is disclosed, although patenting is not possible if there has been ANY prior disclosure of the invention. Patents are governed by Cyprus Law or EU Law such as the New Patent Law of Cyprus (Law No. 16(I)/1998).

Copyright

This time-limited right (which varies between 25 and 70 years according to the material) arises automatically on the physical creation (not the idea) of software, original literary, dramatic, artistic or musical work, and in recorded (e.g. film) or published (e.g. layout) derivations. Use of the © mark and owner's name and date is the internationally recognized way of alerting the public to the copyright ownership but the protection (the right to preventing unauthorized copying) exists regardless. Copyright is governed by the Copyright Law, 59/76.

Copyright may be assigned to a third party, but until that point or until a license is agreed it remains the property of the Creator, unless s/he creates the work 'in

the course of his/her employment', in which case it is the property of the employer.

Moral rights

All European countries recognize an author's moral rights. In Cyprus, there are two moral rights: the right of paternity and the right of integrity. These rights relate to the reputation or standing of the creator in the eyes of fellow human beings. To infringe a moral right involves denigrating or harming the author's reputation. The right of integrity means the creator has the right to object to derogatory treatment of his/her work. Basically, this means changing it in a way that affects the nature of the work without permission. Moral rights can be waived (i.e. the author chooses not to exercise the rights) or they can be bequeathed. They cannot be assigned.

Performing rights

Creators of copyright works have the right to protect the physical form in which those works are created – words on the page, pigment on a canvas, or the clay or metal of a sculpture. Performers such as teachers, actors, musicians and dancers also enjoy protection of their performance, especially when recorded on film, video, tape, CD, or in other form.

Performing rights may affect the multimedia elements of online courseware, as well as the Creator's copyright in the material itself.

Database Right

This time-limited (15 years) right arises without registration to protect the compilers of non-original information from losing the benefit of their work through unauthorized copying or re-use.

Industrial Designs

There is automatic time-limited (15 years) protection (the right to prevent unauthorized copying) for unregistered designs, provided authorship can be proved, under the Legal Protection of Industrial Designs and Models Law 4(I)/2002 This design right covers "the appearance of the whole or a part of a product resulting from the features of, in particular, the lines, contours, colors, shape, texture and/or materials of the product itself and/or its ornamentation" on condition of novelty of the design.

On registration under Legal Protection of Industrial Designs and Models Law, the designer of the new pattern or shape which has aesthetic appeal (can be 2 or 3 dimensional) acquires a monopoly right of commercialization for a maximum of 25 years from the filing of the application, divided into 5 periods of 5 years.

An unregistered community design (UCD) gives its owner the right to prevent unauthorized copying of their design throughout the European Union. It is not a monopoly right and lasts for 3 years from the date on which the design was first made available to the public within the Community.

Domain Names

Registering a domain name for Internet use gives a right to use the domain name typically for a period of two years, registered with bodies like ICANN internationally and the University of Cyprus in Cyprus. Owners of trademarks can have established rights to domain names.

Trade Marks

Registering a trade mark under the Cyprus Trade Marks Law, Chapter 268, gives a monopoly right for the use of graphically distinct trading identification signs. Unregistered trade marks have some protection through court actions against "passing off" (piracy), provided that their use has not lapsed for a period of 5 years. Cyprus legislation is fully harmonized with EU Standards applicable in trade mark protection.

EUC's members of staff and students undertake to keep confidential and not disclose any confidential information, data, materials, knowhow, trade secrets or any other IP, to any unauthorised third party and shall also undertake to keep such information secure and strictly confidential both during the course of research activity, be it of an Academic or Collaborative/Contract nature, and also on and following completion thereof.

Any breach of this confidentiality and non-disclosure obligation constitutes a serious breach and may lead to disciplinary action and does not prejudice the rights of the EUC to file any action for damages or any other rights available at law.

3.3.4 Coverage of the Regulations

1. **Whom does this IP Policy apply to?**
   - **Employees:**
     By persons employed by the EUC in the course of their employment.

- **Students:**

    By student members in the course of or incidentally to their studies at EUC.

- **Non-employees contracted to the EUC:**

    By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

2. **Sabbatical, Seconded, Visiting Academics and others:**

    By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.

3. **Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.**

    The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorized for this purpose by the EUC-RIMB.

    Issues that will be addressed in such agreements include, but will not always be limited to:

    • ownership of Foreground IP;
    • licences to Foreground IP for uses outside the project;
    • ownership of Background IP;
    • licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
    • allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
    • publications arising from the relevant project or activity and the rights arising from such projects or activities.

    The terms of such agreements may be subject to negotiation.

3.3.5 Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as "Creator Copyright Works":
    • artistic works;
    • text and artwork for publication in books;
    • articles written for publication in journals;
    • papers to be presented at conferences;
    • theses and dissertations;

- oral presentations at conferences;
- posters for presentation at conferences; and
- musical scores.

2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.

3. Students – undergraduate and/or postgraduate.

3.3.6 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
   - any IP of potential commercial value arising from their work;
   - the ownership by a third party of any IP referred to or used for their work;
   - any use to be made of existing EUC IP during their work;
   - any IP which they themselves own which is proposed to be used by the EUC.

2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;

3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;

4. Seek EUC's consent to any publication of information relating to any Disclosable Work;

5. Creators must NOT:
   i.   apply for patents or other protection in relation to the Disclosable Work; and
   ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.7 Ownership of IP

1. Ownership of IP created by an individual who is an employee is generally determined by considering:
   - Who created the IP?
   - Was the IP created in the course of the Creator's employment?
   - Are there any contractual conditions that affect ownership?

2. Assignment of ownership rights

Generally, the Creator of IP is its legal owner. From the EUC's point of view, the most important exception to this is the general rule that IP is owned by a person's employer where the IP is created as part of, or through the auspices of, the person's employment.

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:

    i.   Any work generated by computer hardware/software owned/operated by the EUC.
    ii.   Any work generated that is patentable or non-patentable.
    iii.   Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
    iv.   Any work that is registered and any unregistered designs, plant varieties and topographies.
    v.   Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
    vi.   Know-how and information related to the above
    vii.   Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
    viii.   Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
    ix.   Material for projects specifically commissioned by the EUC
    x.   All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.
    xi.   Study guides created by an Instructor for the University

3.3.8 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC-RIMB handles the commercial exploitation of any results obtained under research conducted at EUC (unless this entitlement is relinquished). The Office of the Vice Rector of Research and External Affairs has the responsibility for the administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.

2. The Creator/s shall notify the Office of the Vice Rector for Research and External

Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.

3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.

4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
   - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
   - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
   - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.

5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.

6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.9 IPR protection

1. Some forms of IP require active steps to be taken to obtain protection (e.g.: patents, registered trademarks and registered designs). Other forms of IP rights are protected on creation (e.g. Copyright, EU Database Rights) but still require appropriate management in order to maximise the protection available. Best practices in patent protection require that all materials made publicly available by

any employees, members of staff and/or students should include a copyright notice.

2. Any decisions relating to the registration of any IP rights such as making an application for a patent or a registered trade mark or a registered design (including any decisions to continue or discontinue any such application) should be made in consultation with the Office of the Vice Rector for Research and External Affairs and the TTF. The IP registration process can be very expensive and IP protection costs should not be incurred without appropriate consideration of how such costs will be recovered.

3.3.10 Revenue Sharing Mechanism

The EUC's employees and students can benefit from the Revenue Sharing Scheme if their work generates income. The scheme is presented in Appendix C. Note that such revenue to be shared is typically calculated after deduction of all costs incurred by the EUC and TTF in developing, protecting, exploiting, and marketing the Disclosable Work and the Intellectual Property it contains.

3.3.11 Leaving the EUC

Cessation of employment, under normal circumstances, will not affect an individual's right to receive a share of revenue. Exceptions to this rule include: cessation of employment due to disciplinary actions.

3.3.12 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.

2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.13 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.

2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.14 Discretion to assign/license back

1. If the EUC-RIMB does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in.

   However, the EUC-RIMB shall not assign its IP if it considers that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

2. Requests for any transfer of rights from the EUC to another party with rights should be made in the first instance to the Vice Rector for Research and External Affairs.

3.3.15 Amendments to the Regulations

These Regulations may be amended by the Senate of the EUC on the recommendation of the Vice Rector for Research and External Affairs.

3.3.16 Death

In the event of a researcher's death, the entitlement shall continue for the benefit of his or her estate.

3.3.17 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.

2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.
The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.

4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.

5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

The Vice Rector for Research and External Affairs (from now on referred to as the Vice Rector) is the person responsible for representing the University on research matters and enhancing activities related to research within the University. Moreover the Vice Rector facilitates and supports, when asked by faculty or research members, all research activities, including the implementation of research projects, the organization of scientific conferences and the establishment of research units/labs. In addition, the Vice Rector is responsible for the smooth implementation of the University's Research Policy.

4.2 Senate Research Committee

The administration of the research activity is facilitated by the Senate Research Committee of the University. The Committee composition is prescribed in the University Charter and the Committee is accountable to the Senate of the University.

4.3 Research Foundations and Centres

Research is carried out in university departments, research foundations, and centers. The Senate suggests to the University Council the formation of new foundations and research centers or the discontinuation of existing ones, if necessary.

The University Council approves the establishment of these foundations and research centres. Separate regulations are issued for the establishment of University research centres. Detailed description of the mission, area of specialization, and operation of each foundation or research centre is given in a separate document.

4.4   Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document. The job description for the Head of Research Office is presented in Appendix E.

4.5   EUC Research & Innovation Management Board

The Board is appointed by the EUC Senate and is composed by the Vice Rector of Research and External Affairs, the Head of the EUC Research Office, and a senior member of the faculty with an established research and funding securing record. The Board decides independently on research activities and research projects and reports to the Senate.

5.   Rules Governing External Research Programmes

5.1   Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1   Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project (commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case.

This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of EUC.

5.1.2 Project implementation

The formal procedures developed by the Research Office pertaining to the administration of a research project should be followed in all cases.

In the case where a project is awarded, a copy of the contract and all the original receipts, invoices, contracts and other accounting documents regarding expenses of the project will be maintained by the EUC Research Office without any additional remuneration or personnel costs added to the budget of a project. The researcher/s involved in an externally funded project are responsible for submitting all receipts, invoices, contracts and other accounting documents relevant to their project to this department. No payment will be processed before the submission of the aforementioned documents to the Research Office.

Timesheets should be kept for all projects. These will be used as the basis for calculating the money to be paid to researchers for all types of projects. The EUC Research Office will assist researchers to calculate the hourly and daily rate for each staff member.

The researcher must also inform the Chief Financial Officer of the University, through the EUC Research Office, in order to create a separate ledger (account) in the University's Accounts Department. After completion of the project, the Accounts Department will keep the file on record for 5 years or more if needed by the contractual agreement.

The EUC Research Office should keep a file with all the details concerning the project. The file must be made available to the Senate Research Committee upon request.

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the project are signed by the Vice Rector for Research and External Affairs,.

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for

inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

Salary payments to faculty and research personnel will be paid out regularly by the Accounts department upon the project coordinator's request to the Research Office and provided that the allocated amount for the previous period has been received from the funding agency and all reporting requirements for the previous period to the funding agency have been met.

In cases of delay in receiving the predetermined instalment, the University will grant to the researcher the required funds (not his/her compensation/remuneration but costs such as equipment, consumables, traveling) to initiate the research, provided that a copy of the contract and all necessary documentation had been submitted to the Research Office.

Employment of additional temporary staff, budgeted for completion of the research project, will be the responsibility of the project coordinator. The remuneration for temporary staff will depend on the corresponding budget of the project and the possible allocation of funds for this purpose.

Subcontracting activities within the framework of a research project will be the responsibility of the project coordinator. These activities should be in alignment with the corresponding budget of the project, the grant rules, and the EUC subcontracting policy.

In the case where a faculty or research personnel fails to complete a research project due to failure to meet his/her contractual obligations, or if it is clear that there was an intention of misconduct and there are financial damages laid upon the University relating to this event, the faculty or research personnel is liable to pay these damages. This will not be applied in cases such as health problem, etc, where there is clearly not an intention of misconduct.

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the EUC Research & Innovation Management Board and are subject to the final approval of the Senate. These funds can be used to finance solely non-economic research activities such as:

(a)   Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.

(b)   The administration costs associated with providing support services to academic researchers.

(c)   Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.

(d)   Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.

(e)   The funding for the University's Internal Research Awards

(f)   The funding of PhD scholarships

(g)   Development of Infrastructure related to the research activity of the University.

(h)   Funding of the activities of the Research Office of the University

(i)   Open Access Publication Fees

(j)   Any other activities pertaining to the wide dissemination of research-generated outputs

6.   Rules Governing Internal Research Awards

The University's "Internal Research Awards" (IRA) are launched on an annual basis by the Senate Research Committee, are announced by the Vice Rector for Research & External Affairs and financed by the University Research Fund and external sponsors as described in Section 5.1.4 above.

6.1   Purpose

IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, PhD student assistants' scholarships, student assistants, research assistants and other expenses. Funding for this programme comes from the University Research Fund.

6.2   Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the awards. Specific eligibility criteria may apply for each type of award.

6.3   Application Procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals will be submitted electronically to the office of the Vice Rector.

6.4 Selection and Evaluation Procedure

The selection is made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:
Research Activity 40%

- Quality of the results of the Applicant's research activity and their importance at an international level.
- Publications of the Applicant's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

Curriculum Vitae 40%

- Qualifications and achievements of the Applicant.

Future Research 20%

- Suggested framework of activity for the continuation of the applicants' work in the next 2-3 years.

The selection committee may request an external review of each nomination if it is deemed necessary.

7. Teaching Hours Reduction for Research Purposes

The University rewards members of staff who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded if the member of staff fulfils the conditions in one or more of the three schemes outlined below.

A member of staff may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 6 hours per week based on the accumulated research load reduction hours. An exemption may be considered for Deans and Chairs.

All allocations of THR under the three schemes outlined below will be made after a recommendation of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs. The committee will take into account scheduling constraints and other considerations for the sustainable development of research activity at the university. The committee will meet at an appropriate time in each semester in order to make the THR allocations in time for the preparation of the schedule of classes for the next semester.

7.1 Award of a THR for participation in research projects

Members of staff are eligible to apply for a Teaching Hours Reduction (THR) when conducting funded research for the full duration and until the completion of relevant funded projects. Should their application meets with success, funded project coordinators are entitled to a three-hour teaching reduction per semester for the whole duration of the project, whereas research partners are eligible for a THR equivalent to at least one third of the duration of the project.

Based on the policy of the University with regard to THR requests, Faculty, research and Other Teaching Personnel (OTP) members are expected to submit a written request to the Chairperson of his/her Department before the beginning of the academic year/semester. The Chairperson will process the THR request by way of making a relevant recommendation to the Dean of School. The Dean will then forward his/her recommendation to the Vice Rector for final approval. After the deadline expires, applications for teaching hours reduction will not be accepted.

The deadlines for submitting a request for teaching load reduction per semester are the following:

For the Fall Semester: 1st of May
For the Spring Semester: 31st of October

If a research proposal was awarded a grant after the special case of approval of a research/grant proposal (i.e. RPF, EU etc) while an academic year is in progress, a THR request should be submitted and be approved prior to the beginning of the next semester, during which the teaching load reduction will be applied. The research project should commence at least one month before the beginning of the next semester for the THR to be awarded.

7.2 Award of a THR for writing a book

A three-hour teaching reduction per semester will be awarded for the purpose of writing a book upon submission of a publishing contract by a reputable publisher. A total of two THR allocations (maximum 6 credits) will be made under the scheme for each book contract. The same deadlines and application procedure apply as in the scheme described in section 7.1.

7.3 Award of a THR by accumulation of points

A third scheme for the award of a THR takes into account the research activity of members of staff and the points they have accumulated according to the tables given in Appendix D. A THR of 3 hours per week is awarded to faculty members once they accumulate 100 (one hundred) points and the same number of points are automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a member of staff will simply remain at his/her disposal.

Note that members of staff may consider the year 2016 as the starting point for calculating points accumulated through research. The calculation of points will be valid after it has been approved by the Dean of the School and the Vice Rector for Research and External Affairs.

New faculty members can also get THRs under this scheme from the first semester of their employment. The points accumulated from their publications in the five (5) years prior to their appointment will be taken into account.

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

Equipment (software and hardware) is often provided in full or partly in the budget of externally funded projects to enable the faculty and research member to carry out research effectively. This kind of equipment (computers, projectors, software programmes, fax and printing machines, etc.) remains property of the University for the exclusive use for research related activities and remains in the faculty or research personnel's research unit/laboratory or when this is not applicable in his/her department, under his/her supervision. The faculty member is entitled to use the equipment throughout the duration of the externally funded project. When faculty or research personnel who have had externally funded research projects

leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

Any required maintenance of the equipment should again be undertaken by the University.

The EUC Research Office is committed to working with faculty or research personnel to develop proposals for research and teaching equipment. Equipment grants usually require an institutional match, and faculty or research members are advised to consult with the EUC Research Office and the Director of MIS early in the process about this matter. The MIS should be able to help faculty or research personnel to identify the best hardware and software products and estimate costs for proposal budgets.

8.3   Provision of computing equipment by MIS

The MIS department supplies desktop office computers, computer teaching labs, copy and printing machines and other types of equipment needed for research (software and hardware). The Director of the MIS department is responsible for keeping the University's inventory records and adjust these in the case of equipment purchases or wearing out of equipment (being fully depreciated).

9.   Policy on Research Staff

9.1   Introduction

Academic Research Staff are EUC contract employees hired to work on EUC research activities as defined below. As EUC employees, Academic Research Staff are subject to all policies and procedures related to EUC employment, and receive all benefits implied by the employment law.

9.2   Definitions of Roles

The following positions for research staff are being described in the following sections:

- Research Associate
- Research Fellow
- Senior Research Fellow
- Honorary Research Staff

9.2.1   Job Description for the Position of Research Associate

9.2.1.1   Overall Role

For researchers who are educated to first degree level (and Master's degree) and who possess sufficient breadth or depth of knowledge in the discipline of research methods and techniques to work within their own area. Role holders who gain their doctorate during the course of employment will normally be recommended for promotion to Research Fellow, if this is appropriate for the duties and responsibilities of the post.

As a team member of the Research Laboratory/Programme the Research Associate will contribute quality research outputs and conceptual support to projects. With the guidance of the supervisor/programme leader, and within the bounds of the Research Laboratory/Programme mandate, the Research Associate will:

9.2.1.2   Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on

- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyze and interpret the results of their own research

9.2.1.3   Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area
Experience and Skills:
Basic research skills and knowledge of research techniques
Ability to analyse and write up data
Ability to present and communicate research results effectively to a range of audiences

9.2.1.4   EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library
All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2 Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

A Research Fellow is a researcher with some research experience and who has typically been awarded a doctoral degree. A Research Fellow will often have supervisory responsibilities for more junior researchers and will often lead a team of researchers to achieve a research project's aims. They will initiate, develop, design and be responsible for the delivery of a programme of high quality research and may have full authority over several phases of project work.

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.

- Act as principal investigator on research projects.
- Manage and lead a team of researchers to achieve the aims of a research project.
- Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
- Ensure that research results are recorded, analysed and written up in a timely fashion.
- Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
- Prepare and present findings of research activity to colleagues for review purposes.
- Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
- Prepare progress reports on research for funding bodies when required
- Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area
Experience: at least 1-3 years relevant experience.
The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies*.*

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library
All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3. Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

A Senior Research Fellow is an experienced researcher holding a leadership role in a research group/centre/institute. Post-holders are expected to undertake the role of Principal Investigator on major research projects, exhibit a strong reputation for independent research, and provide academic leadership. They are also expected to support the management activity of the relevant School/Research Centre, and contribute to the delivery of the School's/ Centre's/Laboratory's research strategy.

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development
- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area
Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.
Experience of successful supervision of students
Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.
- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:
- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.3   Procedures for Appointment

9.3.1   Selection and Search Procedures

As a general rule, an appointment to the Academic Research Staff requires a search for a suitable candidate. Searches are initiated with a written vacancy announcement, such as in relevant professional journals or other publications.

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2   Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow

A Research Associate may, during the course of his/her appointment obtain, his/her PhD. In such cases, the employee (provided that he/she fulfils the work experience as described in Section 9.2.2) is promoted to the rank of Research Fellow. If the funding source that sponsors the program the researcher is assigned to accounts for a pay rise this is immediately applied.

9.4 Honorary Research Staff

The work of Research Centres is enhanced by the involvement and collaboration in the Research Centres' activities of personnel who are not employees of the University. To recognise the association, EUC may confer an honorary title to such individuals during the period of their association. An honorary title may not be conferred on an employee of EUC.

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:
- a copy of the person's CV
- a citation that should include:
  - a description of contributions to teaching
  - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
  - rationale for offering the association
  - the start date and end date of the association

Honorary titles are intended to recognise ongoing attachments and are awarded for a fixed term, normally up to three years in the first instance. No monetary honorarium is associated with the offer.

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

Extensive research experience required, the quality of which is determined by refereed publications, invitations to speak at conferences, hold an established national reputation and a known or developing international reputation. Have the ability to attract significant external research funding. Will usually lead a team of other research staff, possibly drawn from several disciplines

9.4.3 Honorary Research Fellow

Proven ability of high quality research, evidenced by authorship of a range of publications. Capable of attracting external research funding. May be required to undertake project management and/or supervise teams and other research staff; expected to provide expert advice and guidance to others

9.4.4 Honorary Research Associate

Required to produce independent original research and to take initiatives in planning of research.

9.5   Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. For the purposes of IP rights associates are treated as if they were EUC Employees.

9.6   Involvement of Research Staff

Wherever possible, Academic Research staff should be encouraged to take part in university decision making processes, for example by inclusion in relevant departmental committees. Where appropriate, researchers should be included at University level, for example as representatives in working groups and staff consultation exercises.

Appendix A:

A Technology Transfer Process Map – to be completed when the TTF has been established.
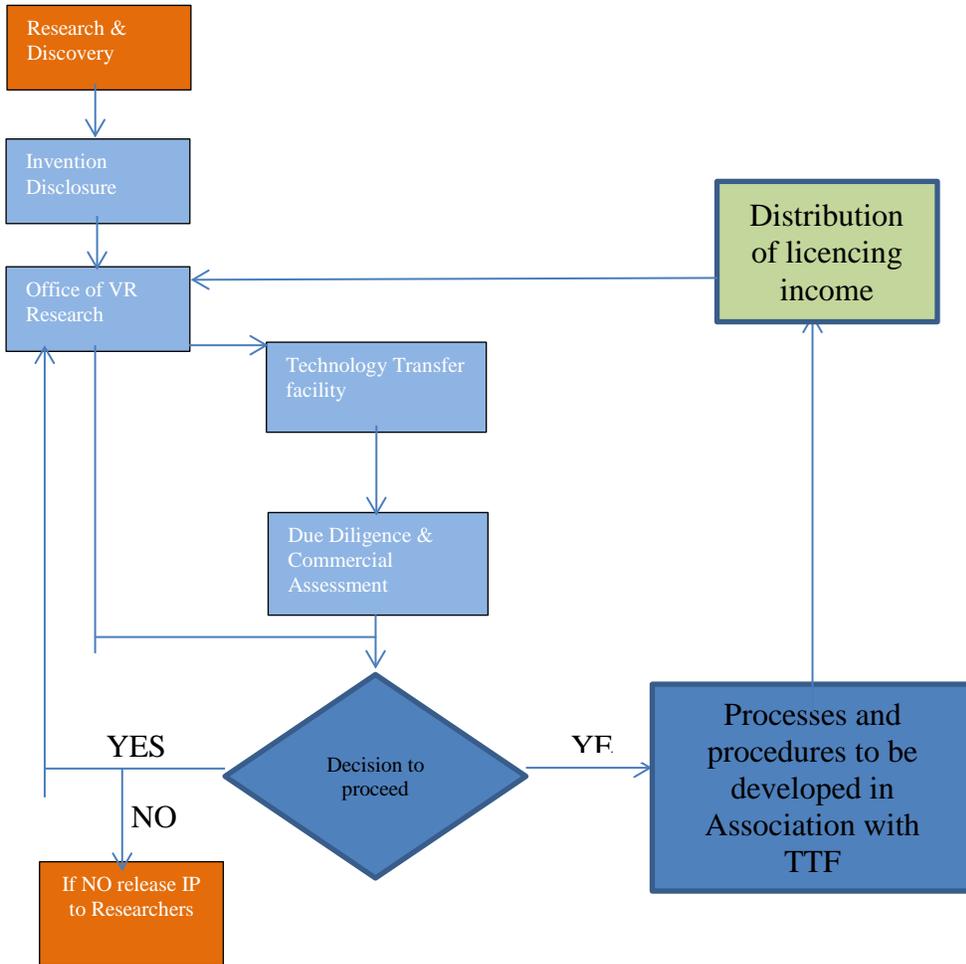
Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example
An Invention Disclosure Form (IDF) is designed to determine the basic facts relating to an invention, design, or copyright material. It is a way of capturing an invention and establishing who the inventors are, what the invention is, who is funding it, what the anticipated product/ market is and initiate Intellectual Property (IP) due diligence. Information on the following aspects of an invention should be included in an Invention Disclosure Form.

1. Descriptive Title of the Invention.
2. Who was involved? Please specify for each individual who contributed, invented or authored (if software):
   a. Their names and if any are foreign nationals;
   b. Who their employer is; are any contracts or arrangements in place?
   c. What they contributed to the development of the technology (e.g. came up with the original idea; designed experiments; carried out experimental work; wrote code)
3. Detail of your invention:
   a. What do you think your invention is?
   b. What will your invention be used for?
   c. What are the advantages of your invention and how does it improve on the present situation?
   d. What is new about your invention?
   e. How and why does it work? What is the science behind the invention
   f. Are there any other uses of the invention?
4. Interest from external organisations and their details.
5. Information on published literature (including patents) relevant to your invention?
6. When and where the invention was first conceived?
7. What are your future plans for developing the technology?
8. Who have you told about the invention, when and where?
9. When did you first describe the invention in writing or electronically?
10. Publications, abstracts, conferences to date.
11. Publication and conference plans.
12. Funding information (comprehensive), e.g. including third party support, Material Sales or Transfers, patient consents.

   For inventions that include software, please provide the following additional information.

13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.

15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.

16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

Appendix C:

Suggested Revenue Sharing Scheme

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue. Payments are overseen by the EUC-RIMB, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Research Fund	Allocated to the Creator'/s School Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

D1. Points accumulation from Research

Table D1 details the evaluation categories which will be used for the calculation of research points allocated to EUC researchers. The table has been constructed taking into account the following:

1. The points awarded are based on the evaluation of research accomplishments, not on the estimation / calculation of hours spent during the implementation of a research activity.
2. A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general
3. It is apparent that specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly "averaging" the weight of these accomplishments, so that the scheme can be operational and fair.
4. The term "national", when used in association with a conference, refers to one which is local in nature (i.e. only researchers from Cypriot Universities and other Cypriot research establishments participated in it).
5. The term "international", when used in association with a conference, refers to one which is international in nature (i.e. researchers from Universities and other research establishments from at least two countries participated in it).
6. The term "national", when used in association with a publication refers to one published by a Cypriot university or other Cypriot academic publishing house.
7. The term "international", when used in association with a publication refers to one published by an international university or other international academic publishing house.

Where a publication of any type (conference, journal, book chapter, monograph, textbook, book, or other) concerns two or more authors, the following points' calculation rules will apply: For cases up to (and including) two (2) authors, full points are awarded to the author in consideration. For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points' allocation for the category considered. The minimum points that an author will be awarded cannot be smaller than 50% of the full points' allocation for the category considered.

Table D1

Points	Conferences	Journals	Books	Research Projects	Other*
5	1. Presentation of poster / article in national conference (refereed) 2. Presentation as invited keynote speaker (refereed national conference)			1. Unsuccessful submission of funded research proposal in national / international organization (research partner)	Member of scientific / conference organizing committee (national / international)
10	1. Presentation of refereed poster / article in international conference (refereed) 2. Presentation as invited keynote speaker (refereed international conference) 3. Editor of national conference proceedings (refereed)	1. Publication of refereed journal article (journal not in ISI / Scopus / ACM / IEEE/etc.) 2. Editor of refereed journal special issue (journal not in ISI / Scopus / ACM / IEEE/etc.)	Publication of refereed book chapter (national)	1. Unsuccessful submission of funded research proposal in national organisation (project coordinator)	General Chair or Program Chair of refereed national conference
15	1. Editor of international conference proceedings (refereed)		Publication of refereed book chapter (international)	1. Unsuccessful submission of funded research proposal in international organization (project coordinator)	General Chair or Program Chair of refereed international conference

Table D1 (continues)

Points	Conferences	Journals	Book Chapters / Editors	Research Projects	Other*
20		1. Editor of refereed journal special issue (journal in ISI / Scopus / ACM / IEEE/etc.)	Editor of refereed book / book series		
25		1. Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)			

* For these categories only 50% of the points will be accumulated

D2. Points accumulation from Research / Department of Arts

Due to the nature of the research conducted in the Department of Arts, Table D2 has been produced to address the research output of the Department. For all other research outputs such as journal papers, conferences, books, etc. the European University Cyprus' "Points' accumulation" table given in section D1 must be followed.

Table D2

Points	Other				
	Performance /Exhibition (Artist		Creative works		Workshop/Seminars/Festivals /Competitions/ Broadcasts/Residencies
	Music	Graphic Design/Visual Arts	Music	Graphic Design/Visual Arts	
5	**A01** Performance - National level (partial performance)	**A02** Participation in local group exhibition	**A03** Composition for up to 4 musicians		**A04** - National Performance or Broadcast of a composition/arrangement - Adjudication of Competition - Invited workshop / art lecture in national conference/festival
10	**A05** Performance - International level (partial performance) Part of ensemble studio recording/ less than 3 tracks	**A06** Participation in international group exhibition	**A07** Composition from 5-10 musicians	**A08** Publication design (national/international) - booklets covers	**A09** - International Performance or Broadcast of a composition/arrangement - Competition Finalist - Invited workshop / art lecture in international conference/festival - Invited Artist (Workshop)
15	**A10** Performance - National level (entire concert) Performance with Large Ensemble Part of ensemble studio recording/ more than 3 tracks	**A11** Editor of exhibition catalogue (national/international)	**A12** Composition for 10 musicians and above	**A13** Publication design (international) - books and exhibition catalogues	**A14A** - Competition Winner - Invited Artist (Festival – duration more than three days) **A14B** Chair of international arts/music festival

20	**A15** Performer – International level (entire concert) / Solo studio Recording (CD) less than 3 tracks	**A16** Participation in national solo exhibition	**A17** Composition for Symphonic Orchestra	**A18** Commissioned work by government/museum/ other cultural institution	**A19** Participation in funded international residency
25	**A20** Solo studio Recording (CD) more than 3 tracks	**A21** Participation in international solo exhibition	**A22** Publication of a composition (Score/CD) by an International Music Publishing House /Recording company	**A23** Project: Curation of national / international exhibition	

Appendix E

JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE

Head of EUC Research Office

The Head of EUC Research Office is the chief administrative officer of the Office and is accountable/ reports to the Vice Rector of Research and External Affairs. He/she is ex officio member of the Senate Research Committee and a member of the EUC – Research & Innovation Management Board. He/she provides leadership in the services provided by the Office to the research community of the University and is responsible for the overall management of the Office's resources and staff. He/she acts as agent of the Office in executing the EUC Research Administration procedures, and serves as the medium of communication for all official business of the Research Office with other University authorities and bodies and the public. The Head of Research Office has ultimate responsibility for the general operation and development of the Office.

Duties and Responsibilities of the Head of Research Office

1. JOB SUMMARY

The Head of Research Office reports to the Vice Rector of Research and External Affairs. He/she has the overall responsibility for the smooth and effective functioning of the Research Office, and is responsible for the coordination and the development of the Office's operations.

2. DUTIES AND RESPONSIBILITIES

The key areas of duties and responsibilities of the Head of Research Office are as follows:

a.   **Contribution to Academic Excellence**

- Promotes, encourages and supports academic excellence through the University's participation in funded research projects and other research activities.
- Contributes to the achievement of goals pertaining to research within the university as set by the Vice Rector of Research and External Affairs
- Provides ongoing support to the Vice Rector of Research and External Affairs for the implementation of the University's Research Policy and improvement of research outputs and performance.
- Implements, in cooperation with the Vice Rector of Research and External Affairs, the procedures of the University (Research Administration Procedures) concerning the submission of proposals and the administration of projects funded by national, European and international funding agencies and other bodies. Ensures that new academic staff are made aware of these procedures and facilitates for their smooth adaptation to the environment.

- Overviews the operations of the Research Office as follows:
  I. Monitoring of national, European, and international funding opportunities and dissemination to faculty and researchers
  II. Administrative support provided during the submission of research proposals and during the management of a wide range of research projects
  III. Organization of presentations and training sessions for the EUC faculty, other teaching personnel, and researchers affiliated with the University
  IV. Organization of outreach events aiming at the wide dissemination of research outputs produced by the University (e.g. Research Days)
  V. Contribution to University Quality Assurance processes
- Accepts/undertakes additional responsibilities/functions/duties as may be assigned by the Vice Rector of Research and External Affairs and the University in general.

b. **Internal processes, procedures and controls**

- Assumes responsibility for the department's overall performance and ensures that tasks are executed effectively and on time according to the relevant policies
- Reviews and recommends changes for the adaptation or improvement of existing institutional policies and procedures related to research.
- Prepares relevant reports and/or documents for quality control purposes and alignment with the directives of funding organizations
- Safeguards personal and other confidential information and acts as the GDPR Data Protection Officer of the Research Office

c. **Relations with other Academic Entities**

- Serves as an ex officio member of the Senate Research Committee and the EUC – Research & Innovation Management Board.
- Represents the Office in its working relationship with other Schools, departments, academic units within the University.
- Participates in all decisions about the operation of the Research Office
- Serves on various committees as set forth in Internal Regulations
- Encourages inter-disciplinary links within the University, as well as collaborative links in research activities with other Universities and research organizations
- Represents the University in professional matters external to the University setting, i.e. relevant to the University's relations with research stakeholders, funding agencies, and partner institutions.

d. **Staff Governance**

- Oversees and makes decisions on the allocation of the Research Office's personnel's tasks

- Assesses and ensures the effectiveness of all personnel in a continuous quality improvement
- Serves as liaison with the Director of Human Resources and oversees the development of staff in the Research Office
- Articulates the University policies and procedures to the Office's personnel and ensures that all involved parties have the same level of understanding of the Office's policies and procedures, and offers relevant support as needed
- Maintains good working relationships with the Office's personnel
- Holds regular meetings with the Office's personnel to review, inform and consult on administrative and strategic development issues pertinent to the Office
- Identifies resource needs (staff, infrastructure, other) for the Research Office in cooperation with the Vice Rector of Research and External Affairs.

Appendix 2

INDEX OF DOCUMENTS

	Title	Documents
I.	**WFME SELF EVALUATION REPORT 2019** (with relative documentation)	1. Appendices 2. Syllabi 3. Student Handbook 4. Quality Assurance Guide 5. Clinical Training manual 6. SAR (Self Assessment Report) / PER (Program Evaluation Report)
II.	**PROGRAM INVITED EXTERNAL EVALUATION**	A. Invited External Evaluation 2015 B. Invited External Evaluation 2016 C. Invited External Evaluation 2017 D. Invited External Evaluation 2018
III.	**COURSE DOCUMENTATION – STRUCTURE & FUNCTION**	A. Coordination Plans B. Course Plans C. Session Plans D. Laboratory Plans E. Simulation Plans F. Current Week 12 Schedules with Lab plans
IV.	**CLINICAL TRAINING DOCUMENTATION**	A. General B. Rotations C. Hospital Agreements D. Hospital Information E. Clinical Training Invoices F. Checklists OSCE / Skills
V.	**STUDENT EXTERNSHIPS**	

VI.	**STUDENT ASSESSMENT & PERFORMANCE**	A. Course Outlines, F2013 – ToDate
		B. Midterm & Final Exam Archive, F2013 - ToDate
		C. Student Performance
		   1. Grade Summaries
		   2. Low GPAs
		   3. Overall Performance
		D. Logbooks
		E. Sample Student Reports / Projects
		F. Medical Theses 2019
		G. Student Peer Reviewed Journal Publications

VII.	**EVALUATIONS & FEEDBACK**	A. Faculty & Course Evaluation

		B. Structure & Function Questionnaire C. Clinical Feedback D. Clinical Self-Confidence Questionnaire
VIII.	**ACADEMIC AFFAIRS**	A. Governance B. Faculty Affairs 1. Recruitment Plans 2. Faculty Rosters 3. New Faculty Orientation 4. Teaching Loads 5. Committee Minutes C. Strategic Plans D. Research Output
IX.	**STUDENT AFFAIRS**	A. Admissions Process B. Sample Files – Intake F2019
X.	**ADMINISTRATION**	A. Advisory Board Minutes B. Senate Meetings C. School Council Minutes D. Department Council Minutes E. Budget
XI.	**EVENTS**	A. Faculty & Student Events / Activities B. Year Book 2018-2019 C. Biomedicine Congress Programs D. Student CAMeSM Programs Congress

European University Cyprus
LAUREATE INTERNATIONAL UNIVERSITIES

AGENDA
Site- VISIT
11 – 12 OCTOBER 2016

TUESDAY, 11TH OCTOBER, 2016		
TIME	**DESCRIPTION**	**VENUE**
8:45	**Hotel pickup and Transfer to EUC Campus**	
9:00-9:45	**Welcome meeting** – CEO and Rector	CEO Office
9:45-10:45	**Medicine Enrollment Status and Admission Plans.** Participants: C. Hadjikyprianou, M. Alexandrou, L. Nardi	CEO Office
10:45–11:30	**Meeting with Medical School Leadership -** Dean and Chair	Dean's Office and Chair's Office
	Medical School Update	M3
11:30– 13:30	**Structure and Function: E. Johnson** Participants: G. Petrikkos, T. Xanthos, I. Patrikios *11:30 – 12:15* • **Evolution of Structure and Function** (45 min) *12:15 – 1:00* • **Open Discussion** (45 min) • **Visit to Digital Lab** By: A. Stephanou , A. Yiallouris *1:00 – 1:30* • **Action Plan** (30 min)	M3 Computer Room (M2)
13:30 – 14:30	**Lunch Break (G. Petrikkos , I. Patrikios , T. Xanthos , E. Johnson)**	
14:30 – 16:30	**Simulation: T. Xanthos** Participants: G. Petrikkos, E. Johnson, I. Patrikios • **Progress in Simulation** (15 min) *14:30 – 14:45* • **DEMO SIMULATION** (60 min) 14:45 - 15:45 By: T.Xanthos, D.Ntourakis, C.Tsioutis, I.Pantazopoulos. • **Open Discussion (**45 min) 15:45 - 16:15 • **Action Plan** (15 min) 16:15-16:30	M3 Simulator
16:30 – 17:30	**Clinical Partnerships and Agreements: I. Patrikios** Participants: E. Johnson, T. Xanthos, G. Petrikkos • Partnerships and Agreements • Description of clinical sites	M3
17:45	**Pickup and transfer to Hilton Hotel**	
20:00	**Dinner (TBA)**	

WEDNESDAY, 12TH OCTOBER, 2016		
TIME	**DESCRIPTION**	**VENUE**
09:00 – 10:00	**Clinical and Professional Education: G. Petrikkos** Participants: D. Ntourakis, C. Tsioutis, E. Johnson, T. Xanthos, I. Patrikios • Map of clinical rotations & strategy • Action Plan	M3
10:00 – 11:00	**Meeting with New Faculty and Potential New Team Members** • Ntourakis – Surgery • Tsioutis – Internal Medicine • Pantazopoulos – Pulmonary Medicine • Zerris – Neuroscience • Friehs – Neuroscience	M3
11:00 – 11:45	**Dr. F. Gutierrez - Presentation "Clinical Practice"** (45 min) Participants: All Medical Faculty	M1
11:45 – 12:30	**Open Discussion** (45 min) Participants: All Medical Faculty	M1
12:30 – 14:00	**Health Sciences Update**	M3
14:00 – 15:00	**Lunch break (by Health / Life Sciences dept.)**	Cafeteria
15:00 – 16:00	**Closing Meeting -** CEO and Rector	CEO Office

European
University Cyprus
LAUREATE INTERNATIONAL UNIVERSITIES

INDEX OF DOCUMENTS

Report Ref.	Document
EUCMed 1	Previous Site-Visit Summary of Recommendations
EUCMed 2	S&F Strategic Plan, March 2016
EUCMed 3	Simulation Action Plan, March 2016
EUCMed 4	Clinical Training Action Plan, March 2016
EUCMed 5	Report on Structure & Function Reform, August 2016
EUCMed 6	Report on Simulation Reform, September 2016
EUCMed 7	Report on Clinical Training Reform, September 2016
EUCMed 8	Action Plan for Structure & Function
EUCMed 9	Action Plan for Simulation & Simulation Scenarios
EUCMed 10	Action Plan for Clinical Training
EUCMed 11	Faculty Selection Committee Reports
EUCMed 12	Faculty Recruitment File
EUCMed 13	Full Time & Part Time Faculty
EUCMed 14	Self-Assessment Report F2013-2015 for Medicine (MD)
EUCMed 15	Old Curriculum
EUCMed 16	Old Syllabi
EUCMed 17	New Curriculum
EUCMed 18	New Syllabi
EUCMed 19	Current Schedule of Classes
EUCMed 20	Proposed Schedule of classes for New S&F
EUCMed 21	Log Book
EUCMed 22	Clinical Rotation Schedules
EUCMed 23	Contracts/agreements with hospitals
EUCMed 24	Faculty Training (1) Train the trainers program (2) Simulation training (3) Faculty training program
EUCMed 25	Mission and Outcomes
EUCMed 26	Foundations of Clinical Practice – Developmental progress

AGENDA
Site Visit
May 22-23, 2017

Monday, May 22, 2017		
TIME	**DESCRIPTION**	**VENUE**
8:45	**Hotel pickup and Transfer to EUC Campus**	
9:00-9:30	**Opening Meeting** – CEO	CEO Office
9:30-10:30	**Medical School Affairs** Participants: C. Hadjikyprianou, Rector, M. Alexandrou, L. Nardi	CEO Office
10:30–11:30	**Dental School Plans** Participants: C. Hadjikyprianou, Rector, M. Alexandrou, L. Nardi	CEO Office
11:30 – 12:30	**Health Science: Review** Participants:	
12:30 – 13:00	**Medical School: Observe Practical Exam Session** Participants: Johnson, Ntourakis, Tsamis	M2, M14
13:00 – 14:00	**Lunch Break**	
14:00 - 16:00	**Health Science: Academic Review** Participants:	
17:45	**Pickup and transfer to Hilton Hotel**	
20:00	**Dinner (TBA)**	

Tuesday, May 23, 2017		
TIME	**DESCRIPTION**	**VENUE**
8:45	**Hotel pickup and Transfer to EUC Campus**	
9:00 – 10:00	**Medical School Academic Update** Participants: G. Petrikkos, I. Patrikios, E. Johnson, T. Xanthos, A. Stephanou	M3
	Clinical & Profession Education Leader: Petrikkos • **Academic Update** (20 min) • **Action Plan** (10 min) • **Open Discussion** (30 min)	M3

10:00 – 11:00	**Simulation** Leader: Xanthos • **Academic Update** (20 min) • **Action Plan** (10 min) • **Open Discussion** (30 min)	M3
11:00 – 12:00	**Structure & Function** Leader: Johnson • **Academic Update** (20 min) • **Action Plan** (10 min) • **Open Discussion** (30 min)	M3
12:00 – 13:00	**Curriculum Integration** • **S&F Integration** (Johnson, 20 min) • **Clinical Practice Integration** (Petrikkos, 20 min) • **Open Discussion** (20 min)	M3
13:00 – 14:00	**Other Areas** • **S&F: Molecules to Cells** (Stephanou, 15 min) • **S&F: Body Systems in Health I - assessment** (Johnson, 15 min) • **Proposed New Programs** (Petrikkos, 15 min) • **Student Externships** (Patrikios, 15 min)	M3
14:00 – 15:00	**Lunch break**	Cafeteria
15:00 – 16:00	**Meeting with 2nd Semester S&F Students** Participants:	M3
16:00 – 16:30	**Meeting with New Team Members** Participants: I. Nikas, D. Ntourakis, C. Tsioutis	M3
16:30 – 17:30	**Closing Meeting** Participants: CEO and Rector	CEO Office
17:30 – 18:00	**Final One on One** Participants: CEO	CEO Office

Monday

Time	Year - Team	Course	Location
08:00		Review of Agenda	Conference Room
09:00	Year 1 - All Teams	MED109: Biochem II (Lecture)	EUC: Room 012
10:00	Year 2 - All Teams	MED206: Neuroscience (Laboratory)	EUC: M10, M14, M2, DEN CAL
11:00			Depart for Nicosia General Hospital
11:30	Year 5 - Team C	Med520: Clin Train VIII	Plastic surg/ Burn ICU, NGH
12:30	Year 5 - Team D	Med510: Clinc Train VIII	Plastic surg/ Burn ICU, NGH
14:00			Depart for EUC Campus Lunch
16:00 - 17:00	Stephanou, Patrikios	Meet the Faculty	EUC Conference Room
16:00 - 17:00	Year 1 - Teams B & D	MED109: Biochem II (Laboratory)	EUC: N23, N34, M2, Den CAL
17:00-18:00	Year 2 (~10 students)	Meet 2nd Year Students	EUC Conference Room

Tueday

Time	Year - Team	Course	Location
07:30			Depart for Nicosia General Hospital
08:00			
09:00	Year 4 - Team D	Med408: Clin Train III	Hepatology, NGH
10:00	Year 4 - Team F	Med418: Clin Train IV	Urology, NGH
11:00	Year 4 - Team A	Med418: Clin Train IV	Nephrology, NGH
12:00	Year 4 - Teams A & F	Meet 4th Year Students	NGH
13:00		Meet with Hospital Coordinator of NGH	NGH
14:00-15:00			Depart for EUC Campus Lunch
15:00-16:00	Year 1 (~10 students)	Meet 1st Year Students	EUC Conference Room
16:00-17:00	Year 1 - Teams C & D	MED106: Anatomy I (Lab rotations)	EUC: M14, M10, CAL M2, CAL DEN, Clinic
17:00-17:50	Year 3 - All Teams	MED321: Microbiology (Lecture)	EUC Room 010
18:00		Meet Peer Teachers	EUC Conference Room

Wednesday

Time	Year - Team	Course	Location
07:15			Depart for Larnaca General Hospital
08:00			
09:00	Year 4 - Team A	Med418: Clin Train IV	Nephrology, LGH
10:00	Year 4 - Team B	Med408: Clin Train III	Microbiology, LGH
11:00	Year 4 - Team E	Med418: Clin Train IV	ObGyn, LGH
12:00	Year 5 - Team A	Med510: Clin Train VII	Pediatrics, LGH
13:00	Year 5 - Teams A & B	Meet 5th Year Students	LGH
14:00			Depart for EUC Campus Lunch
15:00-16:00	Ntourakis, Farmaki, Xanthos	Meet the Faculty	EUC Conference Room
16:00-16:50	Year 2 - All Teams	MED208: Immunology & Microbiology (Lecture)	EUC: Room 208
17:00- x	Year 1 - Teams B & D	MED110: Genetics (Lab)	EUC N23, N34, M2, DEN CAL

Thursday

Time	Year - Team	Course	Location
07:15			
08:00	Petrou, Nikoloussi, Nikas	Meet the Faculty	EUC Conference Room
09:00	Year 2 - All Teams	MED209: Clinical Skills (Laboratory)	EUC: Simulation rooms (M6, M8); Skills lab (M14), Clinic (M15)
10:00	Year 1 - All Teams	MED107: Histology I (Lecture)	EUC: Room 012
11:00	Year 2 - All Teams	MED209: Clinical Skills (Lecture)	EUC: Room 208
12:00	Year 3 - All Teams	MED315: General Pathology (Lecture)	EUC: Denistry Lecture Room
13:00	Year 1 - Teams C & D	MED108: Physiology (Lab rotations)	EUC: Simulation rooms (M6, M8); Skills lab (M14), M1, Den CAL
14:00			Lunch
15:00-16:00	Year 2 - All Teams	MED216:Elective: (Medical Humanities & History)	EUC: room 200
16:00-17:00	Year 3 - All Teams	MED315: General Pathology (Laboratory)	EUC: M4, Den Cal
17:00-18:00	Year 3 - (~10 students)	Meet 3rd Year Students	EUC Conference Room

Friday

Time	Year - Team	Course	Location
08:00			
09:00	Year 1	MPR101: Practicum	Clinic
10:00	Year 4 -All Teams	Med322: Med Imaging (Lecture)	EUC M1
11:00	Year 5 - all	Med530: Therapeutics (Lecture)	EUC Dental Haptic Room
12:00	Year 3 - All Teams	MED323: Pharmacology (Lecture)	EUC: Room 200
13:00	Year 1 - Teams C & D	MED107: Histology I (Lab rotations)	EUC: M4, CAL M2, CAL DEN
14:00			Lunch
15:00	Katsiki, Pollisidis, Tsioutis	Meet the Faculty	EUC Conference Room

Summary of Observation Sessions

	Lectures	Laboratories	Clerkships (Hospital Visits)
Year 1	Biochem II	Biochem II	
	Histology I	Anatomy I	
		Genetics I	
		Physiology I	
		Histology I	
		Practicum	
Year 2	Immunology & Microbiology	Neuroscience	
	Clinical Skills	Clinical Skills	
	Elective: Medical Humanities		
Year 3	Microbiology		
	Pharmacology		
	General Pathology	General Pathology	
Year 4	Medical Imaging		Hepatology
			Urology
			Nephrology
			ICU
			Microbiology
			OBGYN
Year 5	Therapeutics		Plastic Surg/Burn/ICU
			Pediatrics

Appendix 3.5

Suggested schedule of Y4-Y5 observations of assessments for EEC during the week 29/5 – 1/6

Tue 29/5

16.00-17.00 M1 Legal medicine written

Wed 30/5 (there are also OSPEs all day)

11.30-12.30 M1 or M2 Endo/Uro written

Thu 31/5

09.00-10.30 Consultation rooms Endo/Uro/Nephro OSCE

Fri 1/6

09.00-10.00 M1 or M2 Nephro written

12.30-13.30 M2 Dermatology oral

13.30-14.30 M2 Dermatology written

Tuesday, May 29

Time	Year - Team	Course	Location
	M1		
11:00-12:00	Welcome		M3
12:10-12:30	3rd year	Med 324 General Surgery Written Exam	AUA
12:30 - 13:30	Meet the Faculty	O'Neil, Agapidaki	M3
13:30 - 14:30		Lunch	
14:30-15:30	3rd Year	Meet the Students	M3
15:30-15:45	2nd Year	Med 207 Med Psych Written Exam	200
16:00 - 17:00	meet with Faculty	Stephanou, Patrikios	M3
17:00-17:15	5th year	Med 428 Legal Medicine Written Exam	M!
17:15 - 18:00	meet with Faculty	Xanthos	M3

Wednesday, May 30

Time	Year - Team	Course	Location
08:30-12:00	3rd year	Med 324 General Surgery OSPES	M15, M16, M18, M21
12:00 - 13:00	1st Year	Meet the Students	M3
13:00 - 13:15	4th Year	Med 418 Endocri, Urololgy, Written	M1
13:15 - 14:30		Lunch	
14:30-17:00	2nd Year	Med 209 Clinical Skills OSPES	M15, M16, M18, M21

Thursday

Time	Year - Team	Course	Location
09:15-09:30	1st Year	Med 107 Histology I Written Exam	AUB
09:30-until finish (about 3 hrs)	4th Year	Med 418 Endocri, Urololgy, Nephrology OSCE	M6, M8. M17, M21
12:30-13:30	Meet the Faculty	Meeting with instructors Endocr & Nephrology (Hadjigavriel & Ioannou)	M3
13:30-13:45	2nd Year	Med 209 Clinical Skills Written	AUB
13:45 - 14:30		Lunch	
14:30-15:30	2nd Year	Meet the Students	M3
15:30-16:30	Meet the Faculty	Pescha, Ntourakis,	M3

Friday

Time	Year - Team	Course	Location
9:45-10:00	4th Year	Med 418 Nephrology	M1
10:00-11:00	Meet the Faculty	Tsioutis, Nikas	M3
11:00-12:00	4th Year	Meet the Students	M3
12:00-12:30	3rd year	Med 315 Pathology Written	Dentistry Lecture hall
13:00 - 14:00		Lunch	
14:00-14:30	5th year	Med 520 Dermatology Oral & Written	M2
14:30-15:30	5th year	Meet the Students	M3

Appendix 3.7

Proposed schedule

Activity	Date	Responsibility
Read documents, initial questions to help plan a visit	By April 6th	JR, DP
Response to questions	By April 14th	EUC
Preparation and plan for visit	By April 20th	JR, DP
1st Visit for 4-5 days- **Observation of Teaching**	April 22-27th	DP
Response to any additional questions posed during 1st visit	By May 11th	EUC
2nd Visit for 4-5 days – **Observation of Assessment**	May 28- Jun 1	JR
Report written with comments and recommendations	TBA	JR, DP
Possible second visit for discussion, 2-3 days	Sept/Oct 2018	JR, DP

BA Flights 662 and 663

Arrival Larnaca 18:00

Depart Larnaca 19:30

Appendix 4

DECLARATION OF CONSENT FOR PROCESSING OF PERSONAL DATA/
ΕΝΤΥΠΟ ΕΞΟΥΣΙΟΔΟΤΗΣΗΣ ΧΡΗΣΗΣ ΠΡΟΣΩΠΙΚΩΝ ΔΕΔΟΜΕΝΩΝ

PERSONAL DATA/ΠΡΟΣΩΠΙΚΑ ΔΕΔΟΜΕΝΑ

Reg.No/Αρ.Εγγραφής: _____ ID/Pass.Number/Αρ.Ταυτότητας-Διαβατηρίου: _____

Name/Ονοματεπώνυμο: _____

I Authorize/Εξουσιοδοτώ τον/την:

1. Name/Ονοματεπώνυμο: ....

ID Number/Αρ.Ταυτότητας: .... Telephone Number/Αρ.Τηλεφώνου: ....

Parent/Γονέας ☐   Guardian/Κηδεμόνας ☐   Relative/Συγγενής ☐   Friend/Φίλικό πρόσωπο ☐   Employer/Εργοδότης ☐   Other/Άλλο ☐

2. Name/Ονοματεπώνυμο: ....

ID Number/Αρ.Ταυτότητας: .... Telephone Number/Αρ.Τηλεφώνου: ....

Parent/Γονέας ☐   Guardian/Κηδεμόνας ☐   Relative/Συγγενής ☐   Friend/Φίλικό πρόσωπο ☐   Employer/Εργοδότης ☐   Other/Άλλο ☐

3. Name/Ονοματεπώνυμο: ....

ID Number/Αρ.Ταυτότητας: .... Telephone Number/Αρ.Τηλεφώνου: ....

Parent/Γονέας ☐   Guardian/Κηδεμόνας ☐   Relative/Συγγενής ☐   Friend/Φίλικό πρόσωπο ☐   Employer/Εργοδότης ☐   Other/Άλλο ☐

to receive information for the following categories/όπως λαμβάνει τις πιο κάτω πληροφορίες:

1. **Finacial Information-Obligations/Οικονομικές Πληροφορίες-Υποχρεώσεις**
   (i.e explanation of statement of account/επεξήγηση κατάστασης λογαριασμού)
2. **Academic Performance/Ακαδημαϊκή Επίδοση**
   (i.e semester grades/αναλυτική βαθμολογία τετραμήνου)
3. **Personal Information/Προσωπικά Δεδομένα**
   (i.e verification letters/βεβαιώσεις εγγραφής, χορηγίας κ.τ.λ)

1. I, the undersigned, hereby provide my consent to the disclosure by the organisation EUROPEAN UNIVERSITY CYPRUS (hereinafter the "EUC") of my personal data contained and/or indicated herein, to the aforesaid authorise parties (the "Purpose").

2. For the avoidance of any doubt, the following apply:

i. Any information and data provided herein by the undersigned to the EUC and which will be used, either directly or indirectly, by the EUC for the performance of the Purpose, shall at all times be identified, clearly marked and recorded by the EUC as the personal data of the undersigned.

ii. All personal data acquired from the undersigned pursuant to this form shall be solely used by the EUC for the performance of the Purpose and shall not be further processed or disclosed to any third party, other than the aforesaid authorised parties, without the consent of the undersigned unless this is required and/or allowed pursuant to the provisions of the Regulation (EU) 2016/679 on the Protection of Personal Data and/or the provisions of the applicable local legislation in relation to the protection of personal data (as amended from time to time) and/or the provisions of any other applicable legislation.

iii. The undersigned has been informed of his/her rights in relation to his/her data contained herein. The aforesaid rights are outlined analytically in the Privacy Notice of the Organization, a copy of which can be found at **https://www.euc.ac.cy/en/legal/privacy-notice---gdpr.**

1. Εγώ ο/η κάτωθι υπογεγραμμένος/η, δια του παρόντος εντύπου συγκατατίθεμαι στην αποκάλυψη, από τον οργανισμό ΕΥΡΩΠΑΪΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ (εφεξής το "ΕΠΚ"), των προσωπικών μου στοιχείων, τα οποία περιέχονται και/ή αναφέρονται στο παρόν έγγραφο στα πιο πάνω αναφερόμενα εξουσιοδοτημένα πρόσωπα (εφεξής ο "Σκοπός").

2. Προς αποφυγή τυχών αμφιβολιών ισχύουν τα ακόλουθα:

i. Οποιεσδήποτε πληροφορίες και δεδομένα, τα οποία παρέχονται δια του παρόντος εντύπου από τον/την κάτωθι υπογεγραμμένο/η στο ΕΠΚ και τα οποία πρόκειται να χρησιμοποιηθούν από το ΕΠΚ για την επίτευξη του Σκοπού, θα προσδιορίζονται, επισημαίνονται και καταγράφονται από το ΕΠΚ ως τα προσωπικά δεδομένα του/της κάτωθι υπογεγραμμένου/ης.

ii. Όλα τα προσωπικά δεδομένα τα οποία δίδονται από τον/την κάτωθι υπογεγραμμένο/η δια του παρόντος εντύπου, θα χρησιμοποιηθούν αποκλειστικά από το ΕΠΚ για την επίτευξη του Σκοπού και δεν δύναται να υποστούν περαιτέρω επεξεργασία ή να αποκαλυφθούν σε τρίτους με εξαίρεση τα πιο πάνω αναφερόμενα εξουσιοδοτημένα πρόσωπα, χωρίς τη συγκατάθεση του/της του/της κάτωθι υπογεγραμμένου/ης εκτός αν αυτό απαιτείται ή επιτρέπεται από τις διατάξεις του Γενικού Κανονισμού για την Προστασία Δεδομένου Προσωπικού Χαρακτήρα της ΕΕ (Κανονισμός 2016/679) ή/και της ισχύουσας νομοθεσίας στη Κύπρο σε με την προστασία προσωπικών δεδομένων (ως αυτή τροποποιείται από καιρού εις καιρόν) ή/και τις διατάξεις οποιασδήποτε άλλης εφαρμοστέας νομοθεσίας.

Ο/Η κάτωθι υπογεγραμμένος/η έχει ενημερωθεί για τα δικαιώματα του σχετικά με τα προσωπικά του στοιχεία. Τα εν λόγω δικαιώματα καταγράφονται αναλυτικά στη Δήλωση Απορρήτου (Privacy Notice) του Οργανισμού, αντίγραφο του οποίου ο/η κάτωθι υπογεγραμένος/η δύναται να βρει διαδικτυακά στο **https://www.euc.ac.cy/en/legal/privacy-notice---gdpr.**

STUDENT'S SIGNATURE/ΥΠΟΓΡΑΦΗ ΦΟΙΤΗΤΗ/ΤΡΙΑΣ:... DATE/ΗΜΕΡΟΜΗΝΙΑ:...................

Appendix 5

School of Medicine,
Department Council Meeting
9.9.2021,
Meeting

MINUTES

PRESENT:

1.   Prof. Elizabeth Johnson, Dean
2.   Prof. Ioannis Patrikios, Deputy Dean
3.   Prof. Theodoros Xanthos, Chairperson
4.   Dr. Dimitrios Ntourakis, Vice Chairperson
5.   Prof. Anastasis Stephanou
6.   Prof. Gerhard Friehs (absent)
7.   Prof. Nikolaos Zamboglou (absent)
8.   Prof. Vasilios Zerris (absent)
9.   Dr. Panayiotis Economides, Assoc. Professor
10.   Dr. Stylianos Kakoullis, Assoc. Professor
11.   Dr. Adamos Hadjipanayis, Assis. Professor
12.   Dr. Constantinos Tsioutis, Assis. Professor
13.   Dr. Theodoros Lytras, Assis. Professor
14.   Dr. Adamantios Michalinos, Lecturer
15.   Dr. Aris Angouridis, Lecturer
16.   Dr. George Hadjigeorgiou, Lecturer

17. Dr. Ilias Nikas, Lecturer
18. Dr. Iva Tzvetanova, Lecturer
19. Dr. Konstantinos Ekmektzoglou, Lecturer
20. Dr. Maria Tsitskari, Lecturer
21. Dr. Nikos Karpettas, Lecturer
22. Dr. Zoi Pana, Lecturer
23. Dr. Violetta Raffay,
24. Dr. Charalambos Filippou
25. Dr. Konstantinos Lambropoulos

Agenda:

1. Approval of Department Committees

MINUTES			
No	Topic	Decision(s) / Action(s)	Approval by
1	Approval of Department Committees	2021-2022 Committees approved by the faculty	

2021 - 2022 COMMITTEES

Department of Medicine

QUALITY ASSURANCE
Theodoros Xanthos, Chair

Elizabeth Johnson, ex officio

Ilias Nikas

George Hadjigeorgiou

Andreas Yiallouris

Tasoulla Jensen

Student Representative

PROGRAM
Theodoros Xanthos, Chair

Elizabeth Johnson, ex officio

Ioannis Patrikios

Constantinos Tsioutis

Adamantios Michalinos

George Shiamakkides

Pani Christodoulou

Library Representative

Student Representative

Patient representative (alternating every 2 years cancer patient / nephropathy patient / cardiovascular patient)

ADMISSIONS

Constantinos Lampropoulos, Chair

Elizabeth Johnson, ex officio

Charalambos Filippou

Violetta Raffay

Emmanouil Nikoloussis

Iva Tzvetanova

Aris Angouridis

Konstantinos Ekmektzoglou

Theodoros Lytras

Andreas Yiallouris

Maria Tsitskari

Theodora Kyriakou

Maria Charalambidou

CTC

Stylianos Kakoullis, Chair

Elizabeth Johnson, ex officio

Adamos Hadjipanayis

Dimitrios Ntourakis

Emmanouil Nikoloussis

George Hadjigeorgiou

Nikos Karpettas

Konstantinos Ekmektzoglou

Dimitris Papadopoulos

Constantinos Lampropoulos

Pantelis Trompoukis, Adjunct Professor

Michelle Kioupi Theodoulou

Styliana Polyviou

Student representative for students issues only

MEDICAL THESIS

Dimitris Papadopoulos, Chair

Elizabeth Johnson, ex officio

Theodoros Xanthos, ex officio

Theoklis Zaoutis, expert advisor

Anastasis Stephanou

Iva Tzvetanova

Theodoros Lytras

Zoi Pana

Andreas Yiallouris

Student representative

RESEARCH

Iva Tzvetanova, Chair

Elizabeth Johnson

Anastasis Stephanou

Ioannis Patrikios

Dimitris Papadopoulos

Vasiliki Danilatou

Zoi Pana

Andreas Yiallouris

Theoklis Zaoutis, expert advisor

Sophie Themistokleous

Pani Christodoulou

Student Representative

Patient representatives (professional body representatives)

ASSESSMENT

Elizabeth Norris, External Advisor

Violetta Raffay, Chair

Elizabeth Johnson, ex officio

Constantinos Michaelides

Theodoros Xanthos

Constantinos Tsioutis

Theodoros Lytras

SIMULATION & SKILLS TRAINING

Konstantinos Ekmektzoglou, Chair

Elizabeth Johnson, ex officio

Theodoros Xanthos, ex officio

Dimitrios Ntourakis

Constantinos Lampropoulos

Violetta Raffay

Nikos Karpettas

Adamantios Michalinos

ONLINE LEARNING & ASSESSMENT

Dimitrios Ntourakis, Chair

Elizabeth Johnson

Theodoros Xanthos

Ilias Nikas

Constantinos Michaelides

Sophie Themistokleous

Jennifer O'Neil, Scientific Collaborator

Appendix 6.1

Course Title	Medical Academic Skills
Course Code	MD297
Course Type	Elective
Level	Bachelor (1st Cycle)
Year / Semester	Elective, 2nd 3rd year
Teacher's Name	TBA

ECTS	3	Lectures / week	2 Hours/14 weeks	Laboratories / week	None

Course Purpose and Objectives	The main aim of the course is the development of certain academic skills that are needed to ensure smooth incorporation of young doctors into medical writing. Particular emphasis will be given to the development of perception, written and oral skills. The students work, and learn to document and support scientific information.
Learning Outcomes	Upon completion of the course the students are expected to be able to: • Develop simple research skills to support a piece of scientific information • Develop skills for independent and team-based work • Summarize basic concepts, principles and stages of a research project, report or essay • Demonstrate written and oral expression skills of good scientific merit • Apply proper ways of citing appropriate literature during report or essay writing • Understand the consequences of plagiarism and be familiarized with ways of proper academic and scientific conduct

Prerequisites	None	Co-requisites	None

Course Content	- Proper Structure and writing of a Scientific report/essay - Main types of scientific studies and scientific evidence - Preliminary research concepts and principles: types of research, research protocols, conducting research, ethics in research, writing and presenting original research - References Managing Systems - Ways and tips on ssearching literature: Library and Electronic sources (Internet) - Scientific essay/ research paper understanding (abstract, composition, paraphrasing, etc.) - Technical writing, writing and presentation of written work - Oral presentation of individual and group projects using modern technological means - Academic Ethics in essay writing

Teaching Methodology	Face- to- face
Bibliography	Gastel B and Day RA (2016). How to Write and Publish a Scientific Paper, 8th ed. Greenhalgh, T., 2019. How to Read a Paper: The Basics of Evidence-based Medicine and Healthcare, 6th ed. Wiley-Blackwell.
Assessment	Mid-Term Examination 20% Final Examination 70% Class participation 10% 100%
Language	English

Appendix 6.2

Course Title	**Research Methods**				
Course Code	MD345				
Course Type	Compulsory				
Level	1st Cycle (MD)				
Year / Semester	3rd Year/ 6th Semester				
Teacher's Name	TBA				
ECTS	3	Lectures / week	3 hrs/ 14 weeks	Laboratories / week	1 hr / 14 weeks
Course Purpose and Objectives	The purpose of this course is to provide an overview of research designs with an emphasis on observational studies and evidence synthesis methods. Further, to peer into statistics for execution and appraisal of clinical research, to present methodological tools and resources for performing observational studies and evidence synthesis, and to provide the opportunity for hands-on training with statistical and evidence appraisal platforms. Finally, to delineate principles of scientific writing and submission for publication in peer-reviewed journals, and to provide information on how to communicate scholarly work in scientific events and through the media				
Learning Outcomes	Upon successful completion of this course, students are expected to: • Be familiar with the concepts of research ethics and scientific integrity • Be able to select the appropriate study design depending on the research question, resources and miscellaneous parameters • Be able to draft a study protocol • Be able to actively contribute to the research design • Be able to select the statistical approach and to execute basic statistical tests • Be able to interpret statistical results • Be able to assess the quality of research evidence • Be able to write a research manuscript and submit for publication • Be able to communicate research outcomes in scientific events and through the media				
Prerequisites	None		Co-requisites	None	
Course Content	In that regard, students will familiarize themselves with: • Introduction to research methodology, ethics and integrity				

	• Basic research • Observational studies • Clinical trials • Qualitative research • Biostatistics, univariate and multivariate analyses • Evidence synthesis • Assessment of the quality of evidence • Preparing the research protocol and the study report • Research dissemination To this end the students need to ne able to create a small research proposal with a limited review of the literature. This research proposal will be presented orally at the end of the semester
Teaching Methodology	Face to face with interactive small group tutorials in groups of 20
Bibliography	Laake P., Benestad H. and Olsen B. Research in Medical and Biological Sciences: From Planning and Preparation to Grant Application and Publication. Elsevier Supino, P.G., Borer, J.S. Principles of Research Methodology: A Guide for Clinical Investigators. Springer
Assessment	Examinations: 60% Assignment/Lab 30% Class Participation: 10%
Language	English

Appendix 7: Medical Thesis Syllabus

Course Title	Thesis
Course Code	MD625
Course Type	Compulsory
Level	Doctor of Medicine (MD)
Year / Semester	6th Year / 11th – 12th Semester
Teacher's Name	Anastassis Stephanou, Elizabeth Johnson, Theodoros Xanthos, Constantinos Tsioutis, Stavros Antoniou

ECTS	12	Lectures / week	3 / 32 weeks	Laboratories / week	3 / 32 weeks

Course Purpose and Objectives	This course aims to familiarize students with all necessary actions in preparing, submitting and performing a research project. These steps include submitting a research proposal, preparing a research protocol, performing primary or secondary research, summarizing findings, reviewing the literature, developing and implementing authorship abilities and presenting research. This course will provide an opportunity for students to deepen their academic research capabilities in a specialized area in healthcare.
Learning Outcomes	Upon successful completion of this course students should be able to: recognize and describe a specialized area in medical science design an appropriate research protocol based on their primary endpoints and study objectives produce original research work perform literature review and criticize relevant literature implement academic writing capacity present their research in front of an audience

Prerequisites	None	Co-requisites	None

Course Content	Students will familiarize themselves with the following: 1.Introduction to quantitative research 2. Research question development 3. Study design, sampling and confounding

	4.Types of data and displays of data and results 5. Summarising numeric and categorical data 6. Numeric and categorical differences between groups 7. Hypothesis testing and confidence intervals and p-values 8. Parametric statistical tests and Non-Parametric tests 9. Reliability and validity of research data 10. Clinical trials/protocols/guidelines
Teaching Methodology	Face-to-face
Bibliography	Research Methods and Statistics: A Critical Thinking Approach 4th Edition by Sherri L. Jackson Creswell, J.W. Research Design: Qualitative, Quantitaive and Mixed Methods Aproaches: 5th Ed 2018 ISBN:978-1
Assessment	Thesis defense & presentation (oral & written) 70% Thesis proposal 30% 100%
Language	English