

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: *Date*

- **Higher Education Institution:**
University of Nicosia; School of Veterinary Medicine
- **Town:** Nicosia
- **Institution Status:** New Institution

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The University of Nicosia has taken the initiative to establish a School of Veterinary Medicine and the Department of Veterinary Medicine under which the program will be administered. Until the new school and department are established, the program will be administered by the medical school. A great effort has been made both to set up the new institute and to set up a new program for the training of Doctor of Veterinary Medicine. The entire set-up takes into account legislation, quality requirements and a training program that can meet international standards.

After all internal procedures have been completed, an evaluation by an external evaluation committee (EEC) is the next step in order to arrive at a final accreditation. This EEC has been tasked by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) to carry out and report on the evaluation/accreditation process for both the study program and the institute. For this evaluation, the EEC received well-documented reports in advance. Subsequently, a site visit was carried out by the EEC on 14 and 15 March 2022. During the first day we had the opportunity to speak extensively with the Head of the Institute, the Dean of the School of Veterinary Medicine, other relevant authorities and the programs coordinators. Among other things, the structure of the school/department, the curriculum and the plans for a veterinary teaching hospital were discussed. Subsequently, attention was also paid to methodology and equipment used in teaching and learning and the degree of compliance with the CYQAA standards. The subsequent meetings with members of both the teaching and administrative staff gave us the opportunity to delve deeper into the content. The second day was devoted to visits to the institution's premises and its preclinical and clinical training facilities. The EEC was given the opportunity to extensively visit the following sites:

- The premises of the institution (i.e. library, labs, teaching rooms, facilities)
- The Horse Racing Club next to University Campus
- The Institute of Agriculture Experimental Farm, Athalassa
- The Pathology Facility of Vet Services
- The Papapetrou Farm, Kotsiatis
- The Riverland Bio Farm

We are impressed by the effort that has been put in at all levels to bring about this new Doctor of Veterinary Medicine degree program and the facilities available for the training of students. We greatly appreciate the excellent preparation of the visit and the excellent informative and open-minded reception of the EEC. We have been delighted to carry out these evaluations and we hope that this can contribute to a successful completion of the accreditation process.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Mr. Jan Willem Hesselink (chair)	(Emeritus) Professor	Utrecht University, The Netherlands
Mrs. Vilhelmiina Huuskonen	Professor	University College Dublin, Ireland
Mrs. Valeria Grieco	Professor	University of Milan, Italy
Mrs. Konstandina Kyriacou	Medical student	University of Cyprus
Mrs Ioustini Pilidi	Head of Career Office, Career Centre	University of Cyprus
Mr. Alexis Valiantis	Civil Engineer	Chamber of Cyprus
Mr. Kyriakos Spanoudes	President	Cyprus Veterinary Council

C. Building Facilities - Student Welfare Services - Infrastructure

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

1. Building facilities

1.1 Plans and licenses

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

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

The information required for the evaluation was not included in the application made by the school. According to the presentations made by the school representatives, the following information is our understanding regarding the school's intentions. Also, some of the following information has been extracted out of documentation submitted by the school's representatives during the meeting.

There is intention to build new facilities within a time frame of the coming 3-4 years. For the time being, according to the school representatives, the school's intention is to jointly use the facilities of the medical school. According to the school representatives, the medical school is currently accommodated in three separate buildings:

1) Medical School Block A: 93 Ayiou Nicolaou Street, Engomi.

- a. Official Cadastral Plan presented for the medical school.
- b. Allocation of parking spaces was made available during the session but, they are for the medical school not specifically for the veterinary school.
- c. Planning permit with some drawings are available for the medical school.
- d. Building permit with some drawings presented.
- e. Form 102 not available at the time of visit.
- f. Form 103 not available at the time of visit.
- g. Form 104 not available at the time of visit.
- h. Official Fire safety certificate not available during the meeting.
- i. Official electricity certificate not available during the meeting.

2) Medical School Block B: 93 Ayiou Nicolaou Street, Engomi (Plot 770).

- a. Official Cadastral Plan presented for the medical school.
- b. Allocation of parking spaces was made available during the session but, they are for the medical school not specifically for the veterinary school.
- c. Planning permit with some drawings are available for the medical school. The planning permit is temporary and will expire on 31/07/2022. Due to the fact that the allocated parking spaces are rented at a separate plot. The agreement for the parking spaces should be renewed in order for the planning permit to be renewed.
- d. Building permit with some drawings not available during the meeting.
- e. Form 102 not available at the time of visit.
- f. Form 103 not available at the time of visit.
- g. Form 104 not available at the time of visit.
- h. Official Fire safety certificate not available during the meeting.
- i. Official electricity certificate included in the data received is dated 11/09/2011 and is expired (it is valid for 3 years only).

3) Medical School Block C: 21 Elia Papakyriakou & 2 Ayias Lavras, 2415 Engomi

- a. Official Cadastral Plan presented for the original usage of the building and not for the university. No permits are available regarding any change of usage for the school of medicine or for the veterinary school.
- b. Presentation, (not allocation) of parking spaces was made available during the session, but they are for the original usage of the building and not for the university. No permits are available regarding any change of usage for the school of medicine or for the veterinary school.
- c. Planning permit with some drawings are available for the original usage of the building as a commercial / office building.
- d. Building permit with some drawings presented for the for the original usage of the building as a commercial / office building.
- e. Form 102 not available at the time of visit.
- f. Form 103 not available at the time of visit.
- g. Form 104 not available at the time of visit.
- h. Official Fire safety certificate not available during the meeting.
- i. Official electricity certificate not available during the meeting.

Finally, according to the tour given by the school's Dean Prof. Stavros Malas, in the afternoon, during the session on 14/03/2022, there is intention to temporarily use the facilities located below:

4) UNIC Main Building: 46 Makedonitissas Avenue, 2417 Engomi

- a. The building facilities are covered by various permits
- b. There is an Official Cadastral Plan in the documentation.
- c. There is a drawing with the presentation, (not allocation) of parking spaces.
- d. Form 102 not available at the time of visit.
- e. Form 103 not available at the time of visit.
- f. Form 104 not available at the time of visit.
- g. Official Fire safety certificate not available during the meeting.
- h. Official electricity certificate not available during the meeting.

1.2 Other Facilities

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

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

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

There is no formal documentation about the number of teaching rooms, other facilities or parking spaces which are allocated for the Veterinary school. However, during the second day of the visit, the EEC observed that teaching rooms and laboratories were adequate. The rooms/offices for directors and administrative personnel are currently operational in the Medical School which provides services for the Veterinary School. The students and teaching staff of the Veterinary School can avail of the existing parking spaces for the University of Nicosia.

FINAL REMARK

According to the representatives of the school, the facilities of the medical school will be jointly used. The medical school facilities appear to be organised, but the formal documentation and data submitted is not adequate for the undersigned evaluators to assess their adequacy with regards to the requirements of CYQAA.

2. Student Welfare Services

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

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

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

2.1. Students with special needs (physical impairment, learning difficulty, psychological condition) supported by the University with physical access to buildings and facilities, psychological/personal counselling services, alternative assessment methods etc, according to the Student with Special Educational Needs Manual (https://www.unic.ac.cy/wp-content/uploads/2021/11/Manual-Educational-Needs_June-2020.pdf).

2.2. Facilities such as Library and Information Centre, Computer Centre (Computer Facilities, Infrastructure, Software Library, Office 365), Cine Studio, student restaurant and cafeterias, UFIT Fitness Centre are available and accommodate the students and encourage the student life.

2.3. The Academic Counselling Department provides academic advising to the students by assigned academic counsellors, specialized per Faculty. Each student receives planning and academic counselling from the academic counsellors, as well as by the Head of the Department and the Programme Coordinator. Simultaneously the Student Success Centre (SSC) assists students in their transition to university. The SSC provides tutorial services and academic skills training and workshops in order to help students achieving their academic goals. (Internal

Regulations and Academic Policies available <https://www.unic.ac.cy/wp-content/uploads/2022/01/Academic-Policies.pdf>

2.4. The University offers scholarships and financial aid to students in the form of academic merit scholarships, financial-aid assistance (to students from disadvantaged socioeconomic background), athletic scholarships, on-campus work-study programmes and UNIC Academic Family Scholarships. Early Payment Discount is also available for the pre-payment of the full amount of their semester tuition fees. The University has also a Welfare Fund that supports students with unexpected financial difficulties. Additionally, according to the VET School representatives, financial support will also be provided to the students in order to encourage their engagement and participation in VET conferences, research publications etc (similar approach is applied for Medical School). Also, scholarships will be offered by business/industry within the MoU that will be signed in areas of common interest (see also 2.7).

2.5. Centre for Therapy, Training, and Research (KESY) offers psychological support to the university's students on campus, as well as evaluations for learning and emotional difficulties. Additionally, KESY organises several trainings and workshops on related issues.

2.6. The UNIC Career Success Centre (CSC) supports students and alumni in their career journey with insights and advice, employability seminars and trainings, company open days, and internships/job placement opportunities. The UNIC Career Success Centre in collaboration with the Career and Alumni Office of the Vet School that will be created (similar approach is applied for Medical School), will support the students to develop their hard and soft skills and to connect with the labour market. More specifically, according to VET School Representatives:

- The innovative curriculum of the program will enable students to gain both clinical and practical experience and skills. EMS (extra mural studies) and IMS (intra mural studies) will enable students to gain practical experience through placement opportunities, that are included in the program of studies.
- The program of studies has a student-centred learning approach with a combination of multiple methods and techniques that give emphasis on the skills and competences of the students such as problem solving and decision making, communication, financial literacy, business management, ethics, professionalism.
- A career portfolio will be designed for each student to track the career progression of the students.

2.7. The VET School will sign MoU with the business and the industry in order to support both the EMS and IMS, which is part of the program of studies (clinical sites, summer placements).

2.8. VET students will have the opportunity to take advantage of the mobility exchange programs for studies and traineeships that are in place (e.g Erasmus+, NEOLAiA European University Alliance) to broaden their horizons, develop their skills and gain international exposure. (similar approach is applied for Medical School).

2.9. There is a variety of Clubs and Specialty Interest Societies where students can get involved. (List of Clubs and Special Interest Societies: <https://www.med.unic.ac.cy/student-life/clubs-and-societies/>).

3. Infrastructure

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

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

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

[Click to add text](#)

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

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

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

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

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

1.1.1. The mission statement of the University of Nicosia is available on the university's website; however, the veterinary school's mission is not available to the public.

1.1.2. The strategic planning has been developed to fulfil the mission of the institution; however, the external evaluation committee has some concerns about the ability of the veterinary school to attract suitably qualified clinical staff for the planned

referral-level veterinary teaching hospital, given the current international shortage of veterinary specialists.

1.1.7. The external evaluation committee does not have sufficient information to assess this point.

1.2 Connecting with society

1 - 5

1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Institution has an effective communication mechanism with its graduates.	N/A

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

1.2.4. The external evaluation committee does not have sufficient information to assess this point.

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	N/A
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	4
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	5

1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	N/A
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.1. The external evaluation committee is concerned about the veterinary school's ability to attract suitably qualified clinical staff for the planned referral-level veterinary teaching hospital, given the current international shortage of veterinary specialists.

1.3.2. The external evaluation committee does not have sufficient information to assess this point.

1.3.6. The external evaluation committee does not have sufficient information to assess this point.

Additionally, write:

- Expected number of Cypriot and international students:

Cypriot students are expected to make up 10-20% of the student body. The number of students will gradually increase from approx. 30 students to 80 students over a period of 3-5 years.

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

The majority of students will come from Europe, Israel and the Middle East. The external evaluation committee does not have details of expected student numbers from each country.

Findings

The school's mission, vision and core values are clearly stated and highly commendable. According to the strategic plan, the faculty and students participate in the development planning through feedback. Teaching is maintained at a high level through continuous education, regular evaluation, and continuous curriculum review. Research is encouraged and high professional standards are maintained through training.

Strengths

The international student recruitment appears well planned with admission teams in several locations abroad, and ready to go. The planned social contribution of the school is substantial, with the faculty and students playing a role in animal healthcare and disease prevention in Cyprus through cooperation with both governmental and non-governmental institutions and organisations.

Areas of improvement and recommendations

Currently, the school has selected and recruited suitable staff to provide teaching for the two first years of operation; however, a large part of the teaching staff for years 3-5 have not yet been recruited. The main concern of the committee is the school's ability to recruit suitably qualified veterinary clinicians for the planned referral-level veterinary teaching hospital by year 4 (which is when the small animal veterinary hospital is planned to start operating). There is an international shortage of specialist veterinarians, and the requirement of fluency in Greek language will potentially pose a further obstacle for recruitment.

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

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

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

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

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

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
	2.1.4.1 The teaching and learning	4
	2.1.4.2 Research	3
	2.1.4.3 The connection with society	2
	2.1.4.4 Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	4

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

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

2.1.4.2 The School will elect a Research Committee (SRC) to encourage, facilitate and support research. Among the duties of the SRC is reporting, to the School and the Dean, related to the quantity and the quality of the research; however, indicators of research QA have not been presented to the EEC.

2.1.4.3 The School is committed to connect with society and the declared alignment with the principles of One Health may surely contribute to a positive impact on the society. The School strategies to connect with society also include the organization of educational events and initiatives, with the participation of teachers and students. The school aims to share information by organizing various activities, offering study programs, printing brochures etc. Since the course of Veterinary Medicine did not start yet, the important connection with the society is delineated but still not realised. Moreover, strategies to connect the School with the existing Veterinary practices and how to monitor the created synergies is not completely delineated.

2. Quality assurance

2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the	4

	teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	4
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	4
2.2.10.2	Library	4
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.10.4	Technological infrastructure	4
2.2.10.5	Support structures for students with special needs and learning difficulties	4
2.2.10.6	Academic Support	4
2.2.10.7	Student Welfare Services	4

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

[Click to add text](#)

Findings

The Institution has established bodies deputed to quality assurance (QA), with a responsibility chain that goes from the Senate to individual staff members and students. QA is clearly an important part of the Institution's management and its management strategies.

An internal School evaluation Committee, with clearly defined responsibilities, will provide work on behalf of the School Council on matters related to academic affairs and quality assurance, ensuring that Academic Policy and decisions of the University's Council and Senate are implemented. The Committee receives proposals and discuss programs and ideas for the development of new programmes, manages accreditation activities, ensures the on-going compliance of programmes, and manages relations with internal and external stakeholders.

Strengths

The Institution is strongly committed in QA and the QA chain of responsibilities is clear, well organized, and functional.

Committees for teaching and learning are established, and monitoring strategies, in line with national and international standards, are appropriate and cover the various aspects of learning. Both Teachers and Students are involved in QA procedures and the monitoring of teaching includes student feedback.

Student feedback is one of the QA policies and represent a good point for monitoring teaching activities. Moreover, the student QA knowledge is promoted and specific information to understand and avoid plagiarism is included in the study programme.

The Institution is strongly committed in the assurance of adequate and appropriate learning resources: it is completing a new building and new facilities dedicated to the DVM course while library and rooms for theoretical and practical lessons are already present and shared with the Medical School. This latter aspect will contribute in the improvement of the One Health concept and study/research collaboration.

Areas of improvement and recommendations

The quality assurance system in general adequately covers the functions and sectors of the Institution's activities. Recommendations are mainly related to

- a) Quality assurance of research output: Research is one of the pillars of the School and the monitoring of the quality (and quantity) of scientific output is included in the QA processes. It is recommended that the methods of QA in research are better defined and described.
- b) A good connection with the Society is vital for a School of Veterinary Medicine. Equally, a Vet School may have a very good impact on the society. The School is committed to connect with the society, but strategies, in particular those related to connection and collaboration with the local veterinary practitioners must be ensured.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

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

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

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	3
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	4
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	4
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	4
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	4

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	Choose mark
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2 Actually there are no students yet so they are not involved in the actual management of the institution.

Findings

The administrative framework looks solid and reliable, also because the knowledge and experience in the medical school is used.

Strengths

The school will benefit from the administrative and governance structures of the Medical School and the umbrella of One Health. This will guarantee that the School's administrative structure is in full compliance with the legislative framework, the University's charter and overall mission.

Areas of improvement and recommendations

From the start of this new faculty, it seems important to carefully monitor and evaluate the functioning of the administrative system. This in particular from the point of view of the ambition that the School of Veterinary Medicine will eventually become fully independent and separate from the Medical School.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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

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

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to add text		
4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

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

[Click to add text](#)

Findings

There is a very detailed plan in place regarding the design, approval, maintenance and review of the programme. The plan as it has been laid out is compliant with European standards and guidelines.

Strengths

The teaching is highly student-oriented and student feedback plays an important role in ensuring and maintaining the quality of education. The plan for small group teaching and the rooms available for practicals are up to standard.

Areas of improvement and recommendations

None identified.

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

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

5. Teaching Staff (ESG 1.5)

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

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

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	3
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	1
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	3
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	1
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	1
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	4
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	1
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

5.1 It should be noted that a large part of the staff for the later years of study still has to be recruited at this moment. The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the first two years of the programme of the study.

5.2 See comment 5.1

5.3 At the moment no visiting professors have been appointed

5.4, 5.5, 5.6, 5.8 In this start-up phase, the focus was mainly on recruiting faculty for the first two academic years. Some of these may also be deployed in the following years of the program, but the staffing level is not yet sufficient for the entire program at the moment. The recruitment and selection for the following years is still in progress, so only when this has been completed can these criteria be looked at concretely for the whole programme. It must be emphasized that the quality of the teaching staff for the first two years is excellent for all parts of the program.

5.9 See 5.3

Also, write the following:

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

Not applicable, see above

Findings

Adequate, fully qualified and motivated staff for the start of this new programme. The appointed and prospective members of teaching personnel for each course during the first two years of the programme have shown during the interviews that they possess the relevant formal and fundamental qualifications for teaching the course (expertise, specialization, doctorate, publications).

Strengths

The academic faculty have the relevant formal and substantive qualifications for teaching all aspects of the curriculum during the first two years. In this way a high quality of education is guaranteed in the first two years. If the recruitment and selection process for the faculty for the following academic years can be completed in the same way, this offers the prospect of a program where high-quality preclinical and clinical education is provided across the board.

Areas of improvement and recommendations.

- Due to the ambition to increase the number of students from 30 to 80 in a five-year period, long-term planning for staff and support needs may be useful. It should be noted that a large part of the staff for the later years of study still has to be recruited at this moment. From that point of view,

making a multi-year planning available at the moment could be helpful in taking action and getting a grip on the process. This also from the point of view that internationally there is a shortage of qualified veterinarians and diplomates of the ABVS/EBVS to be able to provide clinical education. In addition, Cypriot law requires mastery of the Greek language for veterinarians working practically such as the Companion Animal Teaching Hospital and the Equine facility to be set up.

- After a first start with the program, attracting visiting professors or other experts in special areas of special interest certainly deserves attention.

- Ensuring allocated time 30% for full time appointed faculty is valuable but can be pressured by clinical and teaching activities.

- In the assessment area, the teaching staff has been assessed as compliant, but for the above reasons, this applies in particular for the first two years of the program

Please select what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.5, 1.6)

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

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

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	4
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	3
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11	The programmes of study implement the Institution's recorded research policy.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

6.3 and 6.6. The institutional scientific output is planned to increase year by year and the Institution encourages and supports research. Teaching staff is qualified and diverse; some of the staff members have worked in academia or research centres, and some have been involved in clinical veterinary activities. These two cohorts of teaching staff, which represent a value to the school and which can both strongly contribute to the quality of research, should be encouraged to collaborate in the future.

Findings

The School fully supports research in line with the Institutional strategies for the implement of research. Several fields of research have already been delineated which also involve external relations. The collaboration with investigators from the Medical School and the availability of already existing laboratories and facilities will warrant a positive development of research. Plans for research funding and scholarship are clear.

Strengths

The School is strongly committed in research development, and has delineated regulations and procedures for research which are strictly compliant with international research ethics. The already planned research, in collaboration with researchers from the Medical School, is mostly within the field of One Health and involves external veterinary relations. This will contribute to the production of multidisciplinary research papers and to the connection with the society. The link between teaching and research is emphasized, and specialised laboratory facilities are available. Students, at the end of the course, have to carry out a small research project, and the importance of early exposure to research is emphasized. This will contribute to the creation of a new modern generation of scientists who can sustain and improve institutional research.

Areas of improvement and recommendations

The teaching staff is qualified, and teachers who worked in academia and teachers who were involved in clinical veterinary practice represent a value to the school because both can strongly contribute to high quality research. The encouragement and support of collaboration and interaction between teachers with different experience, in a multidisciplinary approach, as declared by the institution, is strongly recommended in order to improve and increase the School's scientific output. Scholarships are important in order to improve research output and quality. It is recommended that the different scholarships that are available or will be available to the students and their assignment criteria are clearly explained.

Please select what is appropriate for the following assessment area:

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

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	3
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	1
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	3
7.6	The Institution's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

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

- 7.1 The description of the Institute's resources (part K, p 138) provides a good insight into how these will be achieved. However, it is difficult for the EEC to assess to what extent this is the case. The overview of the institute's budget in annex 12 does provide insight but shows that there is still a shortage in the first few years.
- 7.2 The description of the Institute's resources (part K, p 138) provides a good insight into how these will be achieved. However, it is difficult for the EEC to assess to what extent this is the case. The overview of the institute's budget in annex 12 does provide insight but shows that there is still a shortage in the first few years.
- 7.3 Looking at the planning of the institutional budget for the coming years, there will be no profits yet. Possible donation may come in the future but does not seem to be in the picture at the moment.
- 7.4 See 7.1
- 7.5 A good system for assessment has been described but is not yet operational.

7.6 Because the School is a part of the University of Nicosia, there will be an external annual audit in accordance with the statutory requirements.

Findings

In the description of the resources, the manner in which these will be provided is clearly described and the EEC has confidence in it. More insight was provided in the qualitative aspects and less in the quantitative aspects and the realization of the needed resources.

Strengths

A good and detailed description of all aspects of the budget needed for the Institution.

Areas of improvement and recommendations

More insight is needed in the detail of the different aspects of the budget, especially regarding future resources (e.g. donations).

Please select what is appropriate for the following assessment area:

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

E. Conclusions and Final Remarks

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

The School of Veterinary Medicine complies with the existing legal framework, internal regulations, institutional values, mission, and strategic planning expectations set out by the institute. A good system of quality assurance has been set up to expand and improve the quality of the programme. The start and further execution of the DVM program is possible within the existing framework. Much appreciation is given to the ambitions of the construction of new facilities such as the Companion Animal University Hospital and the Equine facility.

However, this also entails the necessary uncertainties and risks. To prevent possible stagnation of the programme, it is recommended to carry out a risk analysis in the field of the new construction, resources and personnel planning. It is important for the Companion Animal University Hospital that this referral hospital is embedded in the context of the surrounding veterinary practices to guarantee a sufficient case load for clinical education. The same goes for the equine facility.

Due to the ambition to increase the number of students from 30 to 80 within a five-year period, long-term planning for staff and support structures may also be useful. It has been noted that a large part of the staff for the later years of study still has to be recruited at this moment. From that point of view, making a multi-year planning available already now could be helpful in taking action and getting a grip on the process. This is also from the point of view that internationally there is currently a shortage of qualified veterinarians and diplomates of the ABVS/EBVS to be able to provide specialist-level clinical education. In addition, Cypriot law requires mastery of the Greek language for veterinarians working in a clinical role such as in the future Companion Animal University Hospital and the Equine facility.

If attention is paid to the above points, the institute in its current format constitutes a good basis for starting a successful programme for the Doctor of Veterinary Medicine.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Mr. Jan Willem Hesselink (chair)	
Mrs. Vilhelmiina Huuskonen	
Mrs. Valeria Grieco	
Mrs. Konstandina Kyriacou	
Mrs Ioustini Pilidi	
Mr. Alexis Valiantis	
Mr. Kyriakos Spanoudes	

Date: March 17th 2022

