Doc. 300.1.1

Date: 07.06.2025

External Evaluation Report
(Conventional-face-to-face programme of study)

- **Higher Education Institution: UNIC Athens (Campus of the University of Nicosia)**

- **Town: Athens**

- **School/Faculty (if applicable): School of Law**

- **Department/ Sector: Law**

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Νομική (4 Έτη, 240 ECTS, LLB)

  In English:

  Law (4 Years, 240 ECTS, LLB)

- **Language(s) of instruction: Greek**

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

The External Evaluation Committee (EEC) conducted a site visit to the UNIC Athens as part of the accreditation process for the LLB programme (Greek Law stream) that has already been accredited for delivery in Cyprus. The Committee reviewed the formal application for accreditation, along with extensive supplementary documentation provided by the institution. This evaluation was further informed by a series of discussions held during the site visit with key University stakeholders, including the University Rector and Vice-Rector for Academic Affairs, the Dean of the Law School, programme coordinators, current students and alumni, as well as members of the academic and administrative staff. The evaluation took place in person on Friday, 6 June 2025, at University premises. However, the main campus was still under construction at the time of the visit. As a result, the Committee was only able to review a virtual simulation of the planned campus and its facilities.

B. External Evaluation Committee (EEC)

Name	Position	University
Wilbert Kolkman (Chair)	Full Professor and Dean Faculty of Law	University of Groningen, The Netherlands
Natalia Szablewska	Professor and Chair in Law and Society	The Open University, UK
Vincent Sagaert	Professor and Director of Institute for Property Law	KU Leuven
Victoria Christodoulidou	Member Professional Body	Cyprus Bar Association
Vasiliki Panteli	Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) sub-areas
    (b) standards which are relevant to the European Standards and Guidelines (ESG)
    (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

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

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

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

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

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

1.4 Information management

Standards

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

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

Findings

The LLB programme (Greek Law) has been fully accredited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DIPAE) and has been in operation since 2007. The present evaluation aims to assess the appropriateness and feasibility of delivering this already established programme at the newly founded University of Nicosia (UNIC) campus in Athens, Greece.

The External Evaluation Committee (EEC) reviewed the programme's design, implementation and internal processes, and concludes that it meets the prescribed academic and institutional quality standards. The University of Nicosia operates a clearly defined policy for quality assurance which includes regular internal programme evaluations conducted by a dedicated Quality Assurance Office. This unit, together with programme coordinators and academic staff, oversees the evaluation of programme objectives, content, pedagogical methods, and learning outcomes.

The programme is subject to an established design and approval process, incorporating both initial internal validation and external accreditation procedures. Ongoing monitoring is performed through internal review mechanisms that involve structured feedback from both students and staff. The ECC reviewed the syllabus, along with the assessment regime for LAW-196 (Family Law II), which was found to align with internationally recognised academic standards for legal education at the undergraduate level.

The LLB programme (Greek Law) is delivered entirely in Greek, reflecting the jurisdictional focus of the programme. However, students are required to possess and further develop English language and digital literacy skills, as some reading materials are English. Although it is delivered in conventional face-to-face mode, the programme integrates digital resources and technologies to support blended learning.

Student feedback is collected anonymously at regular intervals and analysed for trends and issues, forming an integral part of the quality assurance and programme improvement cycle. The feedback is discussed at both module and School levels to inform academic decision-making and to share best practices.

In terms of information management and public transparency, the University maintains a robust system for publishing programme information, including course descriptions and graduation requirements.

The same procedures are expected to be mirrored at UNIC Athens to ensure consistency and comparability in delivery and student experience.

Strengths

The EEC commends the University of Nicosia for a clearly articulated process of programme design, evaluation, and development, with evident institutional support and governance structures in place.

The programme demonstrates coherence and academic integrity, with well-defined learning outcomes, a balance of formative and summative assessments, and alignment with contemporary legal and societal developments.

The use of student feedback mechanisms reflects a responsive and reflective approach to quality assurance and teaching enhancement.

The expansion of the programme to Greece represents a socially meaningful and pedagogically sound initiative, improving access to legal education for Greek students, particularly those unable to relocate to Cyprus due to financial or personal obligations.

The delivery of the programme in Greek ensures legal and jurisdictional relevance, while also supporting inclusivity for native speakers.

The EEC also notes the proactive embedding of digital skills development, which is important for ensuring students's digital literacy and strengthening graduate employability.

Areas of improvement and recommendations

As the Law Department at UNIC Athens has not yet commenced operations, the following and subsequent recommendations do not reflect deficiencies identified by the Committee. Rather, they are forward-looking suggestions intended to support the successful establishment, development, and long-term sustainability of the new Department. These recommendations aim to ensure that the strong foundations laid by the University of Nicosia are effectively translated into the Greek context and that the Department is well-positioned to meet both academic and professional expectations.

The Committee recommends ensuring that the full range of elective modules available to students in Cyprus in the Greek law stream is also accessible to students at the Athens campus. This will support curricular parity and equitable learning opportunities across campuses.

While the primary language of instruction is Greek, the Committee recommends further integration of international legal materials in English across the curriculum. This will not only enhance students' legal English proficiency and comparative legal understanding but also improve graduate employability in both national and transnational legal contexts. Moreover, it will facilitate academic mobility and participation in international exchange programmes such as Erasmus, which increasingly requires students to engage with English-language materials and instruction.

The schedule and availability of elective courses should be communicated clearly and well in advance, ideally prior to the start of the academic year, to allow students sufficient time for informed decision-making and academic planning.

While the current quality assurance mechanisms are strong, it is advisable to establish a designated quality assurance liaison or sub-committee specific to the Athens campus. This will support responsiveness to site-specific operational or pedagogical issues and help maintain consistent implementation across campuses.

The Committee encourages continued investment in digital tools and student information systems to support seamless programme delivery and data collection across both locations, particularly in the context of course registration, assessment tracking, and student support services.

The Committee advises a regular review of publicly available programme information (e.g. website, prospectus, handbooks) to ensure it is consistent across campuses, up to date, and aligned with regulatory and accreditation requirements in both Cyprus and Greece.

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

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

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

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

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

Standards

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

2.2 Practical training

Standards

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

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

2.3 Student assessment

Standards

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

Findings

The process of teaching and learning at UNIC Athens will benefit from the well-established student-centred methodology and academic infrastructure developed at the main campus in Cyprus. This includes formalised procedures for programme revision, clear communication channels between students and faculty staff, and structured support for learning and teaching enhancement. These processes have been operational at the University of Nicosia for a number of years and are aligned with the European Higher Education Area (EHEA) principles.

UNIC adopts a student-centred pedagogical model that encourages interactive learning, critical thinking, and academic engagement. The EEC notes that the teaching environment is designed to be responsive to student needs, facilitated by small class sizes (maximum of 40 students), which allow for personalised learning experiences, continuous assessment, and the use of varied teaching methodologies including problem-based learning and case studies.

The curriculum successfully integrates both theoretical foundations and practical training. This combination equips students with the academic and applied knowledge necessary for professional legal practice, including preparation for the Greek Bar examinations. Faculty members bring both academic expertise and practical legal experience, enhancing the relevance and quality of instruction.

Assessment practices are guided by institutional policies and regulations. These include a combination of formative and summative assessments such as mid-term exams and legal writing assignments. Continuous feedback and monitoring of student performance are embedded in the programme, which supports student progression and academic success.

The University of Nicosia demonstrates forward-looking approach to education. The use of technologies such as Turnitin, integration of digital databases, and pedagogical adaptation to tools like generative AI are already in place in Nicosia and are expected to be implemented at the Athens campus. This technological integration supports academic integrity, enhances research skills, and reflects current developments in higher education.

Strengths

The teaching and learning processes at UNIC reflect best practices in student-centred higher education and are well positioned to be replicated effectively at the Athens campus.

Small class sizes support active learning, individualised feedback, and a strong sense of academic community.

The curriculum balances legal theory and practical skills development, supporting student readiness for legal practice in Greece.

Innovative use of digital tools and responsiveness to emerging educational technologies are embedded within the programme structure.

The diverse academic and professional backgrounds of faculty enrich the learning environment and expose students to broader perspectives.

Areas of improvement and recommendations

While the programme appropriately focuses on Greek law, the Committee encourages further integration of English legal terminology and comparative approaches throughout the curriculum. This would expose students to transnational legal frameworks, promote legal English proficiency, and enhance students' ability to pursue postgraduate study or practice in international contexts.

In line with the above, the Committee recommends introducing or expanding elective courses that engage with comparative law. This will better prepare students for participation in mobility programmes, such as Erasmus, and foster openness to diverse legal traditions and career paths. Involving visiting international scholars or practitioners would also support this aim.

The absence of a final-year thesis or dissertation was noted. While writing and research skills are currently embedded within advanced modules, the Committee recommends exploring the possibility of offering an optional or mandatory extended legal research paper. This could serve as a culminating academic exercise and offer students the opportunity to consolidate research, analytical, and writing skills to a higher level.

As with the Nicosia campus, it is recommended that elective offerings at UNIC Athens be clearly communicated to students well in advance. This includes providing guidance on how elective choices may relate to professional accreditation requirements (e.g. Bar exam eligibility) and longer-term career goals.

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

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

3. **Teaching staff** *(ESG 1.5)*

> **Sub-areas**
>
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

> **3.1 Teaching staff recruitment and development**
>
> *Standards*
>
> - *Institutions ensure the competence of their teaching staff.*
> - *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
> - *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
> - *The teaching staff is regularly engaged in professional and teaching-skills training and development.*

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- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

Findings

The LLB programme (Greek Law) at UNIC Athens is at a preparatory stage, with teaching scheduled to commence in the near future. The staffing model is based on a phased approach that leverages the expertise of academic staff currently delivering the Greek Law stream at the University of Nicosia. Four experienced faculty members have already relocated to Greece, with an additional four staff members expected to transfer over time. A further four academic posts are planned for future recruitment within Greece, ensuring a gradual but well-structured establishment of a permanent teaching team.

Based on the information provided, the currently appointed teaching staff possess the requisite academic qualifications, including doctoral degrees, many of which have been obtained from reputable international institutions. The faculty members are research-active, with either established or emerging national and international profiles in their respective areas of legal

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expertise. Their academic output, combined with engagement in scholarly and professional networks, ensures that teaching is informed by current developments in legal scholarship and practice.

Strengths.

The Committee identified several strengths in the current staffing plan and academic framework, which provide a solid foundation for the delivery and development of the LLB (Greek Law) programme at UNIC Athens:

- The initial teaching team consists of staff with direct experience in delivering the Greek Law stream, ensuring continuity, subject-matter expertise, and familiarity with the curriculum.
- The relocation of existing staff demonstrates institutional commitment to the success of the programme and facilitates a smooth transition in academic delivery.
- The phased staffing plan is strategically aligned with the projected growth of the programme and student intake, ensuring that teaching capacity evolves appropriately over time.
- The Department benefits from established recruitment and development policies at the University of Nicosia, including research incentives, academic mentoring, and performance appraisal systems.
- The dual expectation for staff to contribute to both teaching and research helps promote a balanced academic environment and supports long-term scholarly engagement.

Areas of improvement and recommendations

While the staffing plan is broadly appropriate for the programme's initial phase, the following recommendations are proposed to support the long-term development and sustainability of the academic team at UNIC Athens. As the programme expands, the development of a comprehensive staff development strategy tailored to the UNIC Athens context will be essential, including training in pedagogical methods, student engagement, and research integration. The Committee encourages the early implementation of structured induction processes for new hires, particularly those joining from outside the University, to support institutional cohesion and academic consistency. Ongoing monitoring of staff workloads and the staff–student ratio will be important to maintain high-quality teaching and research outputs as enrolment increases.

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

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

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

> ### Sub-areas
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

The admission procedures for the LLB (Greek Law) programme at UNIC Athens are clearly defined and closely aligned with the Greek national higher education framework. The minimum requirement for admission is possession of a recognised High School Leaving Certificate (HSLC) or an internationally recognised equivalent qualification.

Additional academic guidance and monitoring are provided for students entering with a lower high school GPA (i.e. below 7.5/10 or 15/20, depending on the grading system). Certain programmes, including this one, may also impose higher entry requirements or specific conditions in line with Greek legislation.

Eligibility is determined based on a range of national and international secondary education qualifications, including:

- Greek or foreign nationals with a General or Vocational High School diploma and sufficient scores on nationally examined subjects (with adjustments depending on the academic year).

- Graduates of recognised international or foreign schools in Greece.

- Holders of international secondary education credentials that permit higher education admission in the issuing country.

- Graduates admitted under the University of Nicosia's standard admissions policy prior to 2021–2022.

Admission criteria are also subject to change in line with Greek legislative developments. As the programme focuses on Greek law and is delivered in Greek, applicants must hold qualifications recognised under the Greek system. Currently, this limits the participation of international students unless their secondary credentials are recognised by the relevant Greek authorities.

The University permits credit transfer from other recognised higher education institutions in Greece or abroad (subject to DOATAP/NARIC recognition). Transfer applications are processed through the Department of Academic Affairs, based on submission of official transcripts, course

syllabi, and related documentation. This provides opportunities for lateral entry and academic mobility within the programme.

With respect to student progression, students receive ongoing academic guidance, especially during the first year. Students' academic performance is monitored, and progression policies are in place, including support mechanisms to assist those at risk of underperforming.

The certification process follows the University of Nicosia's regulations, which are aligned with the European Higher Education Area (EHEA). Upon successful completion of the programme and fulfilment of all academic requirements, students are awarded a Bachelor of Laws (LLB) degree, recognised under Cypriot and Greek higher education regulations.

Strengths

- The programme's admission and progression criteria are clearly aligned with the Greek national legal education framework, ensuring consistency and fairness for prospective students.

- The credit transfer process is clearly regulated and offers opportunities for students to continue or resume their legal education based on recognised prior learning.

- The procedures for progression and certification are well-established and reflect the parent institution's quality assurance mechanisms.

- The recognition of credits and qualifications through DOATAP/NARIC ensures legal and academic compatibility with the Greek system.

Areas of improvement and recommendations

While the programme is delivered in Greek, the Committee recommends introducing a minimum requirement for English language proficiency. This would better prepare students for modules involving EU law, private international law, and comparative legal studies, which often require engagement with English-language materials. Furthermore, English proficiency enhances employability and postgraduate opportunities, both domestically and internationally.

The current admission framework, due to its reliance on Greek-specific recognition criteria, significantly limits the potential for international student participation. Given the shared roots of Greek law with other continental legal systems (e.g. German, Austrian), the programme could be attractive to non-Greek students. The Committee recommends exploring mechanisms to allow broader recognition of international qualifications, possibly in partnership with DOATAP, or by developing a structured preparatory or bridging programme.

The Committee encourages the programme to continue enhancing transparency around academic advising and student progression pathways, including clear communication of policies related to

academic performance or academic integrity (including in relation to plagiarism and ethical use of generative AI).

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

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

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

Findings.

The Committee considers that the programme is adequately resourced and that the teaching and learning resources currently in place, alongside those planned for the new UNIC Athens campus, are fit for purpose and aligned with the learning objectives of the LLB (Greek Law) programme.

A range of teaching methods is employed, including lectures, case law analysis, quizzes, assignments, and discussion-based learning, supported by appropriate learning materials. Teaching staff make use of diverse pedagogical tools, including research articles, legal databases, online sources, textbooks, and jurisprudence, which ensures the integration of both theoretical and applied learning.

According to the information provided, the Athens campus will feature 14 classrooms, two amphitheatres, and a fully equipped library. While the Committee has not physically inspected the premises (as construction is still underway), the proposed infrastructure appears adequate to support the programme's delivery. The facilities are designed to be accessible to students, staff, and visitors with disabilities, which aligns with inclusive educational practice.

The University of Nicosia offers comprehensive digital resources. Students have 24/7 access to an extensive library system, including a broad collection of print and electronic books, academic journals, and legal databases. Computing and printing facilities, as well as access to an executive bookstore, further support academic study. The integration of digital technologies across teaching and support services reflects best practices in contemporary higher education and is expected to be replicated at UNIC Athens.

With regard to human support resources, the University offers a robust student support system. Students are able to access a wide range of services including psychological counselling, learning support for students with disabilities, and assistance with financial and personal issues via the Counselling and Psychological Support Centre. The Department of Academic Affairs and Academic Advising Office provides guidance on registration, electives, and academic progression. The Career Success Centre supports students with career planning, internship opportunities, and employability skills.

Strengths

- Teaching and learning resources are of a high standard, with appropriate use of academic and technological tools.

- The student advising and support system is well developed and offers a range of academic, personal, and psychological services.

- The provision of free counselling and support services for psychological well-being and learning challenges is particularly commendable.

- The University demonstrates a forward-looking approach in equipping the Athens campus with facilities that reflect inclusivity and accessibility.

Areas of improvement and recommendations

The Committee notes that the number of teaching and administrative staff may initially be limited during the transition period of the programme's expansion to Athens. It recommends that the University ensure adequate staffing levels (both academic and administrative) are in place from the outset to support teaching quality and student experience.

To further enhance students' access to learning resources, the Committee recommends that training sessions on the use of digital libraries and legal databases be routinely offered, particularly for first-year students or those less familiar with academic research tools.

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

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

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

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Sub-areas

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

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6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

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- o *reports per semester and feedback from supervisors*
- o *support for writing research papers*
- o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

D. Conclusions and final remarks

The External Evaluation Committee (EEC) concludes that the proposed LLB programme (Greek Law stream) at UNIC Athens is grounded in a coherent academic vision, and has a solid institutional framework and a strategic implementation plan that builds on the University of Nicosia's established experience in legal education. The initiative to expand the Greek Law stream

into Greece reflects an understanding of regional demand and demonstrates potential to contribute meaningfully to legal education and professional development in the Greek context.

The programme benefits from a phased staffing plan, an already accredited and well-functioning curriculum, and a commitment to quality assurance processes. The relocation of experienced academic staff from Cyprus provides an immediate level of pedagogical and subject-matter continuity, while future local recruitment will support contextual relevance and long-term sustainability.

While the programme has not yet commenced, the Committee encourages continued attention to legal and regulatory developments in Greece, along with proactive risk assessment measures to ensure the smooth implementation and operation of the new Department. The importance of embedding the programme within the national academic, legal, and professional ecosystem cannot be overstated.

With careful execution, continued institutional support, and responsiveness to the Greek higher education environment, the UNIC Athens LLB programme is well-positioned to develop into a reputable and impactful academic offering.

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E. Signatures of the EEC

Name	*Signature*
Wilbert Kolkman (Chair)	
Natalia Szablewska	
Vincent Sagaert	
Victoria Christodoulidou	
Vasiliki Panteli	

Date: 07/06/2025