

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 5th June 2025

- **Higher Education Institution:**
UNIC Athens U.L.E. (Branch/Campus)
- **Town:** Athens, Greece
- **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 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

The buildings and student welfare experts visited and provided their evaluations at an earlier date, completing the facilities and student services sections. The remaining EEC comprising, Andrew J. Bremner (chair; University of Birmingham, UK), Andrea Constantinou (Graduate student, University of Cyprus), Teresa Guasch (Universitat Oberta de Catalunya, Spain), and Victoria Southgate (University of Copenhagen, Denmark) visited from 2nd to 6th June, undertaking site visits including discussions with senior leaders, academics, administrative colleagues, students, and external stakeholders, and also including a visit to the campus under development in The Ellinikon, Athens. The visit and discussions went smoothly, and the EEC were impressed at the considerable operation underway to launch UNIC Athens this year. The EEC simultaneously evaluated the Institution, the development of the Department of Social Sciences in UNIC Athens, and the BSc Psychology to be launched in 2025-26. These are evaluated in separate reports. It is important to note that some aspects of accreditation cannot be fully verified at this point as the campus and programmes are not yet in action. Where this is the case, the EEC has evaluated the application based on the proposed measures and actions but has been reluctant to award a full award of 5 points as regards the standard. Depending on the CYQAA's procedures, it may be appropriate to organise a follow-up validation once the campus, department, and programmes are fully operational.

B. External Evaluation Committee (EEC)

Name	Position	University
Andrew J. Bremner	Chair	University of Birmingham, UK
Victoria Helen Southgate	Member	University of Copenhagen, Denmark
Teresa Guasch	Member	Universitat Oberta de Catalunya, Spain
Andrea Constantinou	Member	University of Cyprus
Alexis Valiantis	Buildings Expert	Civil Engineer
Katerina Evangelou	Student Welfare Expert	University of Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

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

1. Building facilities

1.1 Plans and licenses

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

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

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

The UNIC Athens Building is currently under construction and is expected to be completed this year in July – August 2025. All the required documentation were submitted by UNIC's representatives during the site meeting held on 29/05/2025 and are available if requested.

Notes:

1.1.3.1

The visual inspection Form E.O.E. 102 is specifically tailored for existing buildings and therefore cannot be used for the current situation. The building to be used for the operation of the University, is a building initially constructed in 1980 and is currently undergoing a complete restoration and rehabilitation including seismic strengthening. The construction works have been promptly permitted by Building Permits Praxis 1131683 (23/07/2024) and Renewal Praxis 1358128 (27/02/2025). These permits were submitted during the site meeting held on 29/05/2025 between the following persons:

- George Aletraris (CYQAA Officer)
- Alexis Valiantis (Civil Engineer Evaluation Committee)
- Antonis Polemitis (UNIC CEO)
- Voula Makrides (UNIC Director of Facilities)
- Stephan Buerger (UNIC Architect)
- Chad Schou (UNIC Director of Laboratories)
- Nicos Gkonis (UNIC Campus and UNIC Health Director)
- Elena Kontemeniotis (UNIC Director of CEO's Office)

According to the discussion, as per the regulations of the Greek Authorities, once the construction is completed, the permitting authority will conduct a building inspection using the assistance of contracted third party inspectors who will check the completed building and verify its compliance with the permits. The team of inspectors will confirm this compliance and the permitting authority will issue the Certificate of Compliance of the Building called the ΠΕΚ (Πιστοποιητικό Ελέγχου Κατασκευής). The next step will be the issuing of the Operation License from the authorities. This procedure is scheduled to take place from July to August 2025.

It is the opinion of the Committee's Buildings Expert that the above procedure is equal and covers the requirement of the E.O.E. 102.

1.1.3.2

The above notes are relevant. As stated above, the building is currently undergoing a complete seismic strengthening using proper materials. The design has been done by licensed civil / structural engineers. The design has been permitted through the above permits and the construction is implemented by a licensed Contractor. Currently the University representatives have submitted to the committee the Structural Design and Structural Drawings included in the above Permits.

The next step will be the issuing of the Certificate of Compliance of the Building ΠΕΚ (Πιστοποιητικό Ελέγχου Κατασκευής).

It is the opinion of the Committee's Buildings Expert that, based on the special nature of the current evaluation, the above procedure is equal and covers the requirements of the E.O.E. 103.

1.1.3.3

The above notes are relevant. It is the opinion of the Committee's Buildings Expert that, based on the special nature of the current evaluation, the above procedure is equal and covers the requirements of the E.O.E. 104. Once the construction is completed the authorities will issue the proper certificates of final approval (Certificate of Compliance of the Building) titled the ΠΕΚ (Πιστοποιητικό Ελέγχου Κατασκευής). It is the opinion of the Committee's Buildings Expert that, based on the special nature of the current evaluation, the above procedure is equal and covers the requirements of the E.O.E. 104.

1.1.3.4 – Fire Safety

The Fire Safety Study for passive and active safety has been submitted at the respective authorities through the above mentioned permit process. The Fire Experts are Samaras & Partners SA. Upon completion of the construction works through the process of the issuance of the ΠΕΚ the above works and measures will be verified. It is the opinion of the Committee's Buildings Expert that, based on the special nature of the current evaluation, the above procedure is equal and covers the requirements of the Fire Inspection Certificate.

1.1.3.5 – E&M Installations

The above required certificates are mandatory requirement for the issuing of the ΠΕΚ and are expected to be issued in July – August 2025. It is the opinion of the Committee's Buildings Expert that, based on the special nature of the current evaluation, the above procedure is equal and covers the requirements of the E&M Installations Certificate.

1.2 Other Facilities

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

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

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

Regarding parking spaces, the building will have 52 parking spaces:

- out of which 5 are for disabled
- 10 for EV
- 11 at ground floor and 41 in basement
- 4 for motorcycles, 60 bicycle stands and 3 service bays

The building is well served by public transportation (Vouliagmeni Metro Station, Buses and Tram).

The above parking spaces are according to the requirements of the Greek legislation and the total number of these spaces has been approved by permits Praxis 1131683 (23/07/2024) and Renewal Praxis 1358128 (27/02/2025).

CONCLUSION

The writing of the current report did not follow the standard procedure for the following reasons:

- 1) The building is located in Greece and not Cyprus, where different codes and building regulations and permitting procedures apply.
- 2) The building is not complete yet, as it is currently under construction (renovation of existing building) and the works are expected to be completed in July – August 2025.

Therefore:

The undersigned Buildings Expert evaluator went through the existing conditions and through the documentation submitted by UNIC's representatives and has the opinion that, provided that the building is completed on time and acquires the Final Approval by the Greek Authorities (scheduled for August 2025), then the procedures followed can be considered as equal and acceptable and successfully cover the CYQAA requirements.



Alexis Valiantis

Civil Engineer

Buildings Expert

2. Student Welfare Services

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

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

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

At the present time the administration staff that supports the student welfare services appears to be adequate, as the University of Nicosia Athens Branch is under establishment. The Student Welfare Service is currently staffed by two Officers based in Athens, that have been trained by expert staff from the University of Nicosia (parent institution).

The following statements are made on the basis of our discussions with the UNIC administrative staff and the written documentation. As stated, the services have been planned, but have not yet been implemented and tested at the Athens branch. The administrative structure of the UNIC Medical Athens branch will be operational when is accredited.

The Head of UNIC Student Welfare Service presented us with the administrative organization chart, which is considered satisfactory. The institution will employ more University qualified and experienced Officers to give the best possible student support, before they accept the first student cohort. As stated, they have already completed the interview process for the relevant positions and gave pending offers of employment to the selected candidates.

As stated, the existing UNIC staff will continue to provide student welfare support and services at the Athens branch until the appropriate personnel are appointed to permanently staff the service. This can be done either online or through staff visits to the Athens branch in order to oversee operations and provide training to the new staff.

1. Special access for students with disabilities:

The admission process will be accessible to students with disabilities provided that they are capable of carrying out and completing the programme.

The procedures will be thoroughly communicated to students from the beginning of their studies, ensuring equal access to academic studies.

2. Recreation areas:

The premises of the Athens branch provide a small cafeteria for students, a reception/lobby area, a break zone area with flexible seating, a small retail space, terrace like spaces suitable for students to gather informally.

3. Policy and statutes for academic student support:

There will be a strong network of academic counselling providing guidance and support to the students. Each student will be assigned an Academic Advisor from the first day of their studies who will assist them with academic planning, course selection and addressing any problems or concerns.

4. Policy and statutes for financial student support:

UNIC Athens Branch will offer scholarships to students based on excellence or socio-economic criteria.

Moreover, the administrative staff stated that if students have difficulties in paying off their tuitions, the Institution will offer them more flexible payment methods.

5. Counseling services:

A number of advisory services will be available for students. Personal Tutors will provide pastoral and academic support and monitor the students' academic progress. The Student Affair Officer will refer students where necessary to more specialised recourses either on campus or externally.

6. Career office:

The Career Advisor will support students in their career development and job placement.

7. Service linking the institution with business

The UNIC Athens Branch will use the UNIC services and partnerships linking with employment market.

8. Mobility office:

All students and full-time staff will be participating in all schemes of the Erasmus+ program.

9. Student clubs/organisations/associations:

UNIC Athens branch will offer a variety of clubs that cater to diverse interests.

There will be also a Student Union and International Associations.

10. Other services:

Student Identity Card

The Student Identity Card will be issued for all UNIC students offering several benefits.

Visa for international students

The International office will guide the prospective international students in relation with all necessary documents that need to be filled out and the procedures to be followed through the government authorities.

Student Induction/Orientation Program

All new students will be introduced to the curriculum, policy and activities during the Student Orientation Program which will take place the week before classes start.

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.

As it is mentioned in section 1, the UNIC Athens building is currently under construction and is expected to be completed by the end of August 2025. During the visit, the EEC could see where the different services (library, technological support, etc.) will be placed. All of these services are offered already online for the distance learning students, which guarantees that they will be available for the new term.

An example is the library, which is under construction. The institutional team indicates that the library infrastructure will be developed in line with student need, and stocked to the quality of the Nicosia campus, and online library access will be provided as per Nicosia via OpenAthens.

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.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	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.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The UNIC Athens has formally adopted a mission statement, which is clearly articulated both the Institutional Application and the UNIC Athens Charter. It aligns with the broader mission of		

the University of Nicosia emphasising academic excellence, innovation, ethical responsibility and social contribution. However, while the mission is documented internally and discussed with leadership, academic staff and external stakeholders during the on-site visit, it is not currently available on the public website, as the site is under construction, as has been indicated by the institution. As a result, the mission statement is not easily accessible to the public at this time, which constitutes a limitation in terms of transparency and visibility. We suggest that the institution ensures the mission statement is published on its official website and other accessible platforms as soon as the website becomes operational.

The external stakeholders of UNIC Athens, as evidenced during the discussions with the EEC, appear to play a crucial role in shaping the institution's strategic direction. Nevertheless, through systematic and active involvement in the processes of continuous quality evaluation, they could assume an even more substantial and proactive role in ensuring the ongoing improvement of the institution. Such engagement would enhance transparency, external accountability, and the university's responsiveness to societal needs and labour market demands.

Overall, the institution exhibits a coherent and integrated approach to strategic planning and academic development, with inclusive governance, stakeholder responsiveness, and effective monitoring tools. Minor gaps in procedural detail do not detract from the substantive evidence of a functioning and compliant quality framework.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	5

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

Based on the submitted documents and discussions held during the on-site meetings, the institution demonstrates strong compliance with the indicators under 1.2 – Connecting with Society. Mechanisms for identifying and addressing societal needs are clearly established and actively inform programme development and strategic priorities, as confirmed in the Institutional Application and Economic and Technical Study.

The institution also ensures that its academic and outreach activities positively impact society, particularly through its focus on health, education, and regional development, which was

reinforced during meetings with academic and external stakeholders. Communication with graduates is effective, with structured engagement channels and alumni involvement in institutional processes confirmed both in documents and discussions.

For indicator 1.2.2, while the institution provides substantial information to the public about its programmes and activities, not all content is currently accessible online due to the website being under construction. Nonetheless, the materials reviewed and the website's current structure indicate alignment with the criterion. A score of 4 reflects this temporary limitation.

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.	5
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.	4
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.	5

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

The Institution has established clear and effective procedures for the recruitment of teaching staff, ensuring alignment with academic standards and required qualifications, as detailed in Annexes 12 and 13. A two-year growth budget, consistent with strategic planning, demonstrates financial sustainability and supports institutional goals (see Section 7). Staff recruitment and professional development plans are also aligned with the academic development strategy, though full implementation is pending. The Institution applies a targeted strategy to attract students from Cyprus, particularly high-performing candidates interested in English-language programmes, and has also outlined a structured international recruitment approach through digital marketing and partnerships abroad. Finally, the funding processes in place are both adequate and transparent, ensuring the effective operation of the Institution and the continuous improvement of its programmes, as supported by the financial data in the Economic and Technical Study.

Additionally, write:

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

By 2029-30, UNIC Athens targets a student population of 2800.

The Institution projects a gradual increase in student enrolment over the first five years of operation. While exact annual figures are provided in Annex 13, the projections include a mix of Cypriot, Greek, and international students, with the aim of maintaining a balanced and diverse student body. The expected number of international students increases steadily each year, in alignment with the institution's recruitment strategy.

The institution identifies target regions for attracting international students, including the European Union, Middle East, and Asia. However, the documentation does not specify exact numbers of students per country. Instead, it provides regional projections and notes that recruitment efforts will focus on countries where the University of Nicosia already has an established presence and partnerships. Specific country-based data will likely be developed and tracked once student admissions begin.

Findings

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

- The UNIC Athens is in the preparatory phase of its development, with operations set to begin under the academic and administrative framework of the University of Nicosia. Based on the documentation submitted, and the meetings conducted during the site visit, the Institution has developed a clear strategic vision supported by solid financial planning, staffing strategies, and student recruitment mechanisms.
- The academic programmes are aligned with institutional goals, and efforts are underway to ensure quality assurance and external engagement. Although the physical infrastructure and website are still under construction, key systems, policies, and procedures are in place or being finalized.
- The leadership demonstrated strong commitment, and discussions with staff and external stakeholders confirmed active involvement and alignment with the Institution's objectives. The Institution is well-prepared for launch, with a strong foundation and clear priorities for continuous development and quality assurance.

Strengths

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

- 1) Exceptionally strong and committed visionary leadership, demonstrated through clear strategic direction, alignment with UNIC, and effective coordination across planning areas.
- 2) Considerable resource investment in infrastructure, staffing, and academic development, ensuring a strong foundation for long-term sustainability and growth.

- 3) Integration with the University of Nicosia's academic and quality assurance frameworks, allowing for immediate application of tested structures, procedures, and policies.
- 4) Robust strategic and financial planning, including a detailed two-year growth budget aligned with enrolment projections and institutional goals.
- 5) Forward-looking recruitment strategy, targeting both high-achieving local and international students through targeted outreach and digital platforms.
- 6) Commitment to continuous improvement, with mechanisms in place for monitoring quality, staff development, and institutional effectiveness.

Areas of improvement and recommendations

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

While the Institution has laid a solid foundation for its future operations, several areas of improvement have been identified.

- 1) Firstly, institutional information such as the mission statement and full programme details is not yet publicly accessible due to the ongoing development of the website. It is therefore recommended that the Institution ensures the timely completion and regular updating of its website to enhance transparency and accessibility for prospective students and stakeholders.
- 2) Moreover, the Institution has not yet formalised an equality and diversity policy. It is notable that there was a lack of gender diversity in the senior management, and this should be acknowledged and reflected upon in order to provide students and staff with a sense of belonging in the academic environment, as well as prospects for career progression. Developing such a policy would promote inclusive recruitment practices and support the formation of a diverse academic environment. In addition, it is recommended that the Institution implement appropriate monitoring mechanisms to evaluate the effectiveness of its student recruitment strategies once operations commence. These steps will enhance the Institution's ability to respond dynamically to both internal goals and societal needs.
- 3) Although the Institution aims to attract international students, the emphasis on English-medium instruction could be further strengthened to increase global appeal and ensure alignment with international academic trends. Additionally, while external stakeholders appear to play a key role in shaping strategic direction, their ongoing involvement in quality assurance processes remains limited. The Institution is encouraged to establish structured and continuous feedback mechanisms with external partners, graduates, and employers to ensure the relevance and continuous improvement of its programmes.
- 4) Furthermore, while academic staff recruitment and development planning are in place, the full implementation of professional development policies is still pending. Clearly articulating and operationalising these procedures will help ensure that staff receive ongoing support and training aligned with institutional priorities. Lastly, as the Institution has not yet begun full academic operations, internal mechanisms for programme delivery and quality assurance remain untested. It is therefore advisable to conduct internal audits and pilot

evaluations in the early stages of implementation to identify any potential issues and support continuous quality enhancement.

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.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
	2.1.4.1 The teaching and learning	5
	2.1.4.2 Research	5
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	5
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5

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

The UNIC Athens has a clear policy for quality assurance, systematic, and well-documented, ensuring that QA is not only procedural but also formative and continuously evolving. The university has established a Campus Internal Quality Assurance Committee (CIQAC), whose role and responsibilities demonstrate compliance with the European Standards and Guidelines. To support guarding against intolerance of any kind or discrimination against students or staff, the university has established different mechanisms such as, including faculty, undergraduate and postgraduate student representatives, and administrative staff to ensure representation of diverse voices in quality processes; and the committee audits and oversees teaching/learning methods and assessment, helping prevent bias or unfair treatment.

The quality assurance (QA) system of UNIC Athens adequately covers all the key institutional functions and sectors of the university: teaching and learning, research, connection with society, and management and support services.

Specifically on research, it highlights the importance of updating curricula with cutting-edge research and fostering collaborations (local and international). The QA framework also supports faculty with mentorship, incentives, and structured career progression.

The institution provides a full range of centrally managed services (academic advising, counselling, IT services, student affairs, and library services), and the internal QA monitors staff performance, resource adequacy, and student feedback on services.

The institution promotes quality as a core institutional value, involving all stakeholders in fostering this culture.

UNIC Athens demonstrates full compliance with the student admission, progression, recognition, and certification standards, ensuring clear, published, and consistently applied regulations throughout the entire student "lifecycle". Detailed criteria for Greek nationals, international students, and transfer students are outlined and based on national regulations. The processes are transparent and institutionally integrated.

UNIC Athens meets the expectations and demonstrates mature practice in recognition policy, in full alignment with the Lisbon Recognition Convention.

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

UNIC Athens delegates the responsibility for programme quality to its academic staff, who lead the monitoring, evaluation, and strategic development of the programmes. This ensures academic ownership, continuous enhancement, and alignment with institutional goals.

There are clear and predefined assessment criteria. The institution provides detailed course outlines for each subject, which include: learning outcomes, assessment components, grading rubrics and criteria, and weighting of each assessment type. Students are aware of how they will be evaluated, and of the expectations for each course component.

UNIC Athens implements an effective quality control system based on specific indicators such as student progression, satisfaction, and graduate outcomes. These metrics are monitored annually by the CIQAC and inform data-driven improvements across programmes and services.

It also has an effective, transparent, and preventive approach to plagiarism, reinforcing academic integrity. Although note that there is limited guidance and means of monitoring the user of AI with respect to academic integrity.

The procedures for handling student objections related to academic evaluation and ethics are formalized and transparent. Students have access to a clearly defined appeals mechanism for disputes related to grades, assessment procedures, or academic misconduct cases.

The university wants to provide and has established mechanisms to ensure that all key academic and institutional data, from admission through to graduate outcomes, is accurate, accessible, and regularly updated.

UNIC Athens ensures that effective, student-focused, and technologically supported methodologies will be applied in the learning process. Academic staff will receive training in innovative teaching techniques, digital literacy, and inclusive pedagogies.

It will be applied a systematic, policy-based approach to collect and analyse student performance data, to support academic planning, early intervention, and continuous improvement.

The UNIC Athens campus will start in a modern, purpose-renovated building designed specifically for higher education. Facilities will include classrooms, administrative offices, faculty spaces, and student common areas.

A range of student welfare services will be available, including Psychological counselling, career guidance, Health information, and Social and cultural integration activities.

Findings

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

- The institution has a formal, published quality assurance policy that is part of its strategic management.
- It fosters a culture of quality through stakeholder communication, audits, and training.
- It has an inclusive QA Governance: The Campus Internal Quality Assurance Committee (CIQAC) includes faculty, students, and administrative staff.
- Student assessment procedures are clear, outcome-aligned, and well communicated.
- The institution maintains a robust physical, technological, and academic support infrastructure, ensuring accessibility, inclusivity, and alignment with international standards.

Strengths

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

- 1) Strong culture of quality fostered through the Campus Internal Quality Assurance Committee (CIQAC), with inclusive stakeholder participation and regular audits.
- 2) Academic staff will receive training in innovative teaching strategies, digital literacy, and inclusive pedagogies to ensure ongoing methodological effectiveness.
- 3) The provision for a comprehensive and well-resourced support across all key infrastructure and student services areas is adequate, accessible, and actively supports learning and inclusion.

Areas of improvement and recommendations

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

The EEC identified no significant problem areas. However, a number of areas of focus are provided below as constructive feedback:

- 1) Systematise data analysis to promote its integration into regular collaboration with programme directors to support evidence-based programme improvements.
- 2) Ensure that the training provided to academic staff in innovative teaching methodologies is effectively transferred into classroom practice, with greater implementation of active learning strategies such as problem-based learning, case studies, group work, and interactive teaching formats (it is not shown in the description of the courses).

- 3) Enhance feedback loops from alumni and employers to systematically inform curriculum updates and labour market alignment.

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

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

3. Administration (ESG 1.1)

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

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

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

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

The administrative structure clearly adheres to both Greek and Cypriot legal frameworks by complying with Cypriot QAA laws and operating under the UNIC Athens Charter. The administrative structure supports the university's mission of delivering inclusive high quality education, research and innovation, and the service of society through partnerships and dissemination by ensuring transparent governance, and supporting the student journey.

The structure supports the involvement of all internal stakeholders by ensuring faculty, student and administrative representation on academic councils and committees. Academic staff have clear control over academic matters by having a majority role on academic and school councils. The academic council ensures that academic operations are aligned with the university's mission. Importantly also, the parent institution (the University of Nicosia) retains final approval for major academic decisions, and oversees the alignment of governance within UNIC Athens to the wider UNIC governance.

Transparency of administration is maintained by clearly prescribed operations and terms of reference for committees, with adequate representative membership, agendas and supporting documents. Discussions and decisions are all recorded via minutes, which are disseminated appropriately. The UNIC Athens Charter provides a formal governance framework to support decision-making and implementation.

There are clear preventative and disciplinary measures in control for academic misconduct among students, academic and administrative staff including disciplinary procedures for plagiarism, and regulations concerning academic integrity and staff conduct.

Findings

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

- As explained above, the documentation provided by the institution clearly address the standards required for administration. This was reflected in the discussions with senior academic and non-academic leaders, as well as administrative staff, during the site-visit.

Strengths

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

- 1) Importantly for this transnational academic enterprise, UNIC Athens operates under the strategic and operational oversight of the University of Nicosia, and this is clearly supported by charter and administrative governance.
- 2) The well-defined participatory nature of governance supports the involvement of students in appropriate decision-making bodies. During the site visit, we got the strong impression from students and graduates of the University of Nicosia that this governance ethos was

instantiated as a reality for students. The EEC were confident in that this ethos would be transferred to UNIC Athens also.

- 3) The institution has crisis-resilient operations via disaster recovery plans, cloud-based back-ups and campus based power back-ups. This reflects a broader forward-thinking approach to the development of administration.
- 4) The administration supports and governs sustainable operations via green campus initiatives (energy-efficient infrastructure and waste management).
- 5) During our conversations with academic and administrative staff on the site visit, the EEC gained the strong impression of the confident, efficient and highly competent enactment of administrative operations. Academic staff described their confidence in the administrative competence of the University of Nicosia and their expectation of smooth support and management of the opening of the campus in Athens.

Areas of improvement and recommendations

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

The EEC identified no significant problem areas. However, a number of areas of focus are provided below as constructive feedback:

- 1) As a campus which is under construction and a university operation which is in a rapid start-up trajectory, systems and processes are at an early stage of development. The risks involved in this can be mitigated by establishing a clear timeline for full operational maturity of all administrative functions, and by the conduct of regular internal audits during the first years of operation.
- 2) At this stage of rapid start-up and development, there is a risk that centralised budgets could lead to difficulties at the local level of action. Limited discretionary budgets for department heads could ease the risk of over-centralisation.
- 3) The fast start-up at UNIC Athens may be supported by additional delegation of responsibility to the UNIC Athens Governing Board where appropriate.
- 4) There is little clarity so far on how the university will manage the risks of infringement of academic integrity (staff and students) via the use of Large Language Models such as ChatGPT. This is clearly a sector-wide and international challenge. However, as the vision for the university is clearly for it to be a thought-leader as regards the role of AI in society, there is an opportunity here for the University of Nicosia and its start-up context in UNIC Athens to lead the way.

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.	3
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
UNIC Athens has a system for designing, approving, monitoring, and periodically reviewing programmes of study, and is supported through the Campus Internal Quality Assurance Committee (CIQAC).		

This process is also compliant with Cypriot and Greek higher education laws and the Bologna Process framework. However, more transparent evidence of stakeholder impact and professional alignment in practice would strengthen this process.

The curriculum includes a combination of theoretical coursework, research components, and practical experiences such as practicum placements, labs, and case studies.

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.	4
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.	4

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

UNIC Athens establishes clear and programme-specific student admission criteria (entry requirements).

It is declared that the rooms will be sized to support small to medium student groups, ensuring effective engagement and visibility in theoretical lessons. There will also be labs and seminar rooms for hands-on learning activities.

Each student is assigned an Academic Advisor, who provides ongoing guidance on academic progress, course selection, and personal development. This ensures regular contact points between students and teaching staff.

The institution promotes a student-centred learning model, where interaction and dialogue between staff and students are integral to the teaching process. Small group teaching, PBL sessions, and seminars encourage direct communication and individual feedback.

Findings

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

- UNIC Athens has a system for designing, approving, monitoring, and periodically reviewing programmes of study.
- It is declared that students, alumni, and a wide range of stakeholders (including industry experts, employers, professional associations, and NGOs) are actively involved in the development and revision of programmes. However, the EEC could not observe the contribution of the stakeholders in the Psychology programme during its visit and meeting through the stakeholders invited.

Strengths

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

- 1) Academic Advisors and Programme Coordinators who guide students from initial enrolment through to graduation.
- 2) The institution fosters a student-centred learning environment that prioritises meaningful interaction between staff and students, supported by small group teaching, and seminar formats that enable direct communication and personalised feedback.

Areas of improvement and recommendations

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

The EEC identified no significant problem areas. However, a number of areas of focus are provided below as constructive feedback:

- 1) Structures and policies are in place, but the practical transference of stakeholder feedback, student survey data, and pedagogical training into curricular redesign and teaching delivery needs to be more explicitly demonstrated. The impact of employer input and student voice on curriculum innovation appears to be acknowledged, but not yet fully evidenced in terms of curricular adjustments or pedagogical change. More transparent evidence of stakeholder impact and professional alignment in practice would strengthen the design of new programmes.
- 2) It is recommended that the institution provides detailed data on the number of students per teaching room, particularly for theoretical, practical, and laboratory lessons, to demonstrate the adequacy and suitability of learning environments, and the adequacy of the methodologies the UNIC Athens want to implement.
- 3) The institutional documents do not provide detailed information on how the feedback should be designed and promoted. It would be useful to have a general strategy of feedback at an institutional/departmental level to promote formative feedback and consistency across staff/programmes.

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.	5
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	NA
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.	NA
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	NA
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The institution will employ a sufficient number of FT, discipline-appropriate academic staff across all departments, ensuring full coverage of all programmes of study.		

All teaching staff hold advanced degrees (primarily PhDs) in relevant subject areas, fully meeting the formal and substantive qualification requirements set by legislation.

Visiting professors will be recruited once operations at UNIC Athens begin. There are no special staff planned at the moment.

All courses appear to be delivered by FT, exclusively employed staff. No mention of part-time staff and all % allocations of staff time add up to 100% (FT)

Projected student numbers and current staffing levels result in low student-to-staff ratios, supporting personalised learning and programme quality.

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*

The documentation shows that there are 45 teaching staff with FT status.

There appear to be 0 teaching staff in any other role.

Findings

- Teaching will be carried out by highly-qualified full-time staff, exclusively employed by UNIC Athens. It is not yet clear whether special staff, visiting professors or part-time staff will be part of the faculty body, but a formalized visiting professor program could be beneficial.

Strengths

- 1) There is clear emphasis on full-time staff which will ensure a cohesive staff body and a sense of commitment to the development of UNIC Athens. The students will benefit in terms of committed teachers who are invested in this new institution.

Areas of improvement and recommendations

- 1) Explicit description of plans for visiting staff would be helpful - currently unable to verify the % of PT or visiting staff.

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.	5
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	4
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	3
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	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.	3
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a brief mention of an IP policy, but the policy itself is not provided nor is there evidence of how it will be applied consistently at UNIC Athens.

Evidence that many staff members publish regularly in international peer-reviewed journals and/or are highly cited. Some academic staff are listed in Stanford's Top 2% Most Cited Scientists globally. Staff across Medicine, Finance and Life Sciences have international publication records. There is no mention of an institutional open access policy or of how UNIC Athens complies with national or European requirements (e.g. Horizon Europe's OA mandates). No references are made to repositories, green/gold OA strategies, or institutional requirements for deposit.

Reference to a university research ethics committee is provided, though no reference to rights of researchers.

Evidence of winning prestigious non-governmental funding by several listed faculty (e.g. from Horizon 2020, MSCA, industry collaborations), indicating that some of the staff at UNIC Athens are competitive at an international level. In the Rector's presentation, evidence of research funding at UNIC was presented, but it remains to be seen how this transfers to UNIC Athens.

There is reference to seed funding and other mechanisms of enhancing opportunities for research (e.g. sabbaticals) but limited details provided (e.g. amount available, frequency, application process, who decides on who gets the money etc.)

Procedures and initiatives are described to ensure research is incorporated into teaching. While some of the fields of teaching are aligned with the research policy, it is difficult to evaluate the extent to which the programs of study will actively incorporate research policy.

Findings

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

- The UNIC overall presents itself as a research-active institution, and UNIC Athens seems aligned with that goal, especially in Medicine, Health Sciences and Accounting. Many faculty members have 40-50% dedicated time to research, indicating research is structurally embedded within the academic model. However, while research excellence is evident at the individual level (e.g. Horizon funding, Stanford top 2% rankings), the institution does not present a particularly detailed research governance or operational policy that would formalise its research agenda in alignment with its mission. More detail is provided under strategic pillars, and the CEO provided a clearly reasoned and compelling research agenda during the meeting with the committee, that gave a clear research agenda

that has the potential to make UNIC Athens a unique education provider for the 21st century. The site visit provided additional confidence in this mission. The new site has clearly been designed for the articulated research agenda.

Strengths

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

Clear strengths include:

- 1) A clear and unique vision from the CEO of how UNIC Athens will contribute to society, in terms of novel areas of research for the 21st century.
- 2) It is clear that the research strategy is different from other institutions and can be realized with both the design of the new site and its location in the new development.
- 3) Based on discussions with the CEO, much thought has been put into how UNIC Athens can provide a unique societal contribution (e.g. genotyping location population for medicine, or genotyping local food types to contribute to healthy living) and part of this relies on the location in Ellinikon.

Areas of improvement and recommendations

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

- 1) An explicit research statement would be helpful, in line with the details articulated by the CEO.
- 2) There is a clear investment in medicine and finance-related fields, but less is discussed for other areas of study. It would be beneficial to consider the broader overview of fields, and how they can feed into one another. Of particular note, the committee felt that there is an exciting opportunity to give more thought to how the School of Humanities and Social Sciences and the Department of Social Sciences could benefit (and benefit from) the significant strategic initiatives focussed around medicine. There is considerable relevance within some areas of psychology (e.g. cognitive science) for development of AI and this could be harnessed more strategically in the research policy of the university. To fully realize its potential, UNIC Athens should think not only about how medicine can be unique at UNIC Athens, but how each of its programmes will fulfil the needs of a rapidly changing society, and how these programmes will do this together, rather than in isolation.
- 3) Finally, while the research output is clearly strong and internationally engaged, the lack of articulated OA policy for UNIC Athens produced output that is aligned with European standards should be rectified.

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

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

The institution has a 2-year growth budget in place to support the launch of UNIC Athens, and this budget is structured around ensuring the alignment of institutional development to strategic goals. The annual budgeting process and monthly financial reports support the effective and efficient management of funds and resourcing. The alignment of local functions to strategic aims are supported by a CapEx process driven by requests from Department Heads. The application indicates that profits and donations will be reinvested into academic infrastructure, research development and student services. A 4 is given here as the EEC are, understandably at this stage of campus start-up, not yet in a position to evaluate the instantiation of this. Nonetheless, the use of loans from the University of Nicosia in support of the establishment of UNIC Athens is a clear indication of intent in this regard.

The combination of operational and capital expenditure budgets supports the resourcing of the university's mission and strategic planning. Risk and sustainability audits are built into the audit and evaluation of programmes of study.

UNIC Athens's financial model directly supports its academic and research development by ensuring that resources are allocated transparently. The budgeting process involves academic leadership aligned with institutional priorities. External audits and monthly financial reporting reinforce accountability, while internal funding mechanisms—such as seed grants and research time release—empower faculty to pursue innovative research. This integrated approach ensures that financial decisions transparently and consistently enhance the quality and impact of teaching, learning, and research

The fitness-for-purpose of support facilities and service are supported continuously and periodically through the institution's multi-layered quality assurance processes. This includes student satisfaction surveys, internal audits, and planned enhancements (see Section 2 for more detail).

Findings

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

As explained above, the documentation provided by the institution clearly addresses the standards required for resources. This was reflected in the discussions with senior academic and non-academic leaders, as well as administrative staff during the site-visit.

Strengths

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

- 1) The strong strategic leadership of the development of the institution with investments in key areas puts UNIC Athens in a strong position to succeed in its mission. This is evident particularly in the modern campus design strategically located in the Elliniko–Argyroupolis smart city with proximity to major redevelopments and public transport.
- 2) The well-resourced plans for the library (410m²) with strong e-book and online journal resources via OpenAthens put the resourcing of student learning and student experience on a strong footing.
- 3) It is heartening to see the strong emphasis on accessibility in the modern campus building under development.
- 4) The emphasis on resourcing of student support for careers development, wellbeing, mobility and inclusion studentships is also an area of good practice.

Areas of improvement and recommendations

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

The EEC identified no significant problem areas. However, a number of areas of focus are provided below as constructive feedback:

- 1) As a private university, UNIC will not receive state funding. Additional diversification of income streams can be supported by the acquisition of research funding via EU Horizon, Erasmus+, Philanthropic donations, and integration of collaboration with external industry partners. There is a clear plan to obtain these, demonstrated by the institution's strategic leadership. However, on our visit, it was evident that a school/departmental level strategy for defining and exploiting a local disciplinary funding landscape was not yet fully fleshed out. These are opportunities for the investment of academic staff and academic leaders in the resourcing of the university's research mission.
- 2) The consideration of campus accessibility focussed, in documentation, largely on wheelchair access. There are other features of accessibility which are increasingly acknowledged to be important, including inclusive and accessible signage and software (e.g., in the context of neurodiversity). The EEC would encourage the development of a more wide-ranging policy on campus accessibility.

Please select what is appropriate for the following assessment area:

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

E. Conclusions and Final Remarks

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

In sum, the EEC are delighted to recommend the progression of UNIC Athens as compliant under the CYQAA standards, with the strong wishes for the success of the launch of this academic venture in the coming academic year. We would like to thank very much the staff (academic and administrative), students, external stakeholders and senior leaders for giving their efforts to create this compelling application and for welcoming us to Athens where they provided kind access and information supporting our evaluation.

Our key focuses for improvement in the launch of the UNIC Athens are:

- 1) Embracing the opportunity for academics in schools and departments to engage fully with the institutional mission and vision for UNIC Athens as a thought-leading institution in the realms of data science, AI and their applications across the scope of academic, scientific, and industrial activity.
- 2) Embracing the opportunity for academics in schools and departments to scope and engage with the local Athens funding and external stakeholder landscape in order to optimise the exploitation of collaborative and financial potential.
- 3) To provide a framework for teaching innovation across campuses in Nicosia and Athens. The establishment of the branch campus offers the opportunity to develop and update pedagogical techniques and delivery methods whilst transferring over the programmes and courses from Nicosia. This is an exciting opportunity for educational enhancement, which the campus in Nicosia can also benefit from.
- 4) Considering the opportunity for the integration of programmes across the institution, and the ways in which the vision for UNIC and UNIC Athens can provide distinctive and unique programme offerings for potential students, and graduates to local and global societies.
- 5) A careful consideration of how diversity of people and backgrounds can be fostered and taken advantage of across the university community. Key actions in this area can include policies for recruitment and promotion/progression which ensure that the university fosters the staff with the best potential to make the institution flourish via a careful consideration of their background and circumstances, and by taking care to develop an academic body and leadership which reflects the diversity of the student body.

F. Signatures of the EEC

Name	Signature
Andrew J. Bremner	
Andrea Constantinou	
Teresa Guasch	
Victoria Southgate	
Alexis Valiantis	
Katerina Evangelou	

Date: 5th June 2025

