Doc. 300.1.1

Date: …………………………

External evaluation report

- **Higher education institution: NEAPOLIS UNIVERSITY**

  …………………………………………………………………………

- **Town:**
  ……PAFOS…………………………………………………………

- **Programme of study (Name, ECTS, duration, cycle)**

  In Greek: Μεταπτυχιακό στο Διεθνές και Ευρωπαϊκό Οικονομικό Δίκαιο 90 ECTS, 3 εξάμηνα……………

  In English: LLM in International and European Business Law, 90 ECTS, 3 semester……………………………

- **Language of instruction:**
  ……Greek……………………………….

- **Programme's status**
  New programme: ……………
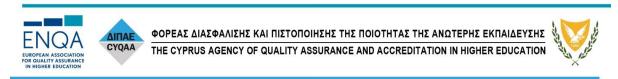 **Currently operating:** …YES…………

A. Introduction

We have studied the application file, which included the planned programme outline, academic timetable, faculty CVs, and general information about university policies and procedures. We also met with the Department, heard a thorough presentation from the director of the proposed programme, and discussed all aspects of the programme with the faculty. We were shown around the teaching areas, faculty offices and the current library, and we were given free and unfettered access to every part of the campus.

B. External Evaluation Committee (EEC)

Name	Position	University
Panos Delimatsis	Professor	Tilburg University
Joerg Terhechte	Professor	Glasgow University
Emmanuel Voyiakis	Associate Professor	LSE
Pantelis Papadopoulos	Associate Professor	Aarhus University
Savvas Papageorgiou	Student	University of Cyprus

C. Guidelines on content and structure of the report

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

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

Standards

- *Policy for quality assurance of the programme of study:*
  - *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*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *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)*
  - *is designed so that it enables smooth student progression*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *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*
  - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
  - *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*
  - *is reviewed and revised regularly involving students and other stakeholders*

![ENQA logo] ![ΔΙΠΑΕ CYQAA logo] **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

<u>Mark from 1 to 10 the degree of compliance for each quality indicator/criterion</u>

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 – 10
1.1	Academic oversight of the programme design is ensured	8
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	7
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
	1.3.1 The disclosure of the programme's curricula to the students and their implementation by the teaching staff	8
	1.3.2 The programme webpage information and material	8
	1.3.3 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	8
	1.3.4 The procedures for the conduct and the format of the examinations and for student assessment	7
	1.3.5 Students' participation procedures for the improvement of the programme and of the educational process	7

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.		5
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.5.1	The number of courses	7
	1.5.2	The programme's content	5
	1.5.3	The methods of assessment	7
	1.5.4	The teaching material	5
	1.5.5	The equipment	8
	1.5.6	The balance between theory and practice	6
	1.5.7	The research orientation of the programme	6
	1.5.8	The quality of students' assignments	6
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		8
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.		5
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		4
1.9	New research results are embodied in the content of the programme of study.		5
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.		N/A
1.11	Students' command of the language of instruction is appropriate.		10
1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		6
1.13	The learning outcomes and the content of the courses are consistent.		5
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.		4
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.		7

1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	10
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	7
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	N/A
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	7
1.20	The admission requirements are appropriate.	7
1.21	Sufficient information relating to the programme of study is posted publicly.	7
1.22	The teaching methodology is suitable for teaching in higher education.	8;

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.
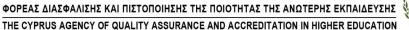
The law school at Neapolis University consists of a young and dynamic team of very good legal scholars, led by a well-known constitutional law professor, Prof. Manitakis. He is also the programme director/coordinator, which is a safeguard for applying high standards in academic programme design. The 3-semester programme at issue is a 90 ECTS masters' programme, with 6 compulsory courses and four elective ones. The drafting of the dissertation, accounting for one third of the ECTS required to graduate, takes place in the third semester and also includes a mandatory methodology course.

The committee feels that the study programme, as it currently runs, is a very good attempt to address some of the most pressing legal issues in the field of international and European economic law. However, the committee was less impressed by the depth of public information given to those interested to enroll in the programme, but more importantly the actual content of the programme, including the teaching material; the focus on practical aspects regarding international business law; or the sufficiency of the programme's research component. In addition, the committee would have liked to receive more information as to how the quality of the programme is guaranteed and whether a standard review process is regularly triggered with a view to ensuring that the programme complies with high academic standards in the field.

The current lack of regular quality review seems to have an impact on the structure of the programme, negatively affecting the learning experience. More specifically, the committee identified various overlaps among courses that call for a review that will streamline the content given to the students throughout the programme. It also came to the committee's attention that, in view of the broad pool that the law school draws LLM students from, a crash course introducing the students with no legal background to the basics of law and legal theory but also an introduction to the relevant institutions and jargon relating to international business law is warranted. Moreover, the syllabi shared with the committee currently fail to reflect the latest

research developments in the field, as they do not include a list of recent journal articles for each one of the fields covered in the programme.

In view of the broad access that the students are privileged to have in electronic legal bases, it would be desirable for the students to receive much more guidance as to specific references from the top journals in the field for further reading in case they want to do relevant and topical research in the field (which, by the way, could also help them immensely as they are reflecting on their dissertation topic). Overall, it seems that the research component of the programme should be strengthened, which the committee believes can be corrected in a short period of time with a view to making the programme more dynamic.

The committee is also concerned with various aspects in the programme design and development that call for immediate remedial action so that the programme adequately pursues the learning goals it set for itself. For instance, the programme alleges to take an empirical approach to the study of business law; yet, as it stands, the programme shies away from giving any indication as how this is set in motion. Furthermore, while the programme strives for strengthening the negotiation skills and initiate students to dispute resolution practices, a case-law-based approach with a thorough analysis of cases (and practice with fictitious ones, eg in the form of a moot court among students or group presentations) appears to be missing from all courses. More broadly, there seems to be a mismatch between the learning goals set out in the overall programme design and the actual goals of each course that forms part of the programme. Such a misalignment clearly affects the expectations of students and would need to be addressed soon so that they know what they can expect during the three-semester programme and what type of skills they will be improving before enrolling in the programme.

Crucially, the committee had serious concerns about students' workload relative to the ECTS students receive. A potential solution would be to increase the number of readings so that 7.5 credits for each course are justified. Another solution would be to decrease the number of ECTS given for each course to properly reflect the student workload required.

Finally, the committee could not pronounce on the issue of employability records; pass rate per course/semester or content of exams as it did not receive such material.

Please circle one of the following for:

Study programme and study programme's design and development

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

2. **Teaching, learning and student assessment** (*ESG 1.3*)

Standards

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

Fully compliant

	Quality indicators/criteria	1 – 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	9
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	7
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	8
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	8
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	7
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	9
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	7
2.10	It is ensured that teaching and learning are continuously enriched by research.	6
2.11	The programme promotes students' research skills and inquiry learning.	7
2.12	Students are adequately trained in the research process.	7

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

Findings & strengths

The committee is very happy with the staff-student ratio, and has seen sufficient evidence to conclude that the communication between staff and students is both regular and effective. We are also broadly satisfied that the teaching staff base their teaching and assessment methods on the stated objectives and intended learning outcomes, though we make certain recommendations that, in our view, would improve the programme in that respect. Furthermore, we are satisfied that the University structures for supporting students with learning problems and disabilities are adequate and appropriately linked to the Law School decision-making

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

process. The dissertation element of the programme clearly helps develop students' research skills, and the process for choosing dissertation topics and supervision are clearly described and adequate to the level of study.

Areas of improvement & recommendations

2.4 We were generally happy with the 'fit' between teaching methodology and the course's purpose and objectives. Our only concern in that regard is that the course outlines did not make clear which learning outcomes are pursued by each teaching or assessment method, or other activity. The institution could meet that concern easily with appropriate sign-posting (e.g. to identify points that go towards developing critical thinking as 'critical reflection' points, etc)

2.7. We believe that the programme provides students with sufficient opportunities for active participation, but we would encourage the institution to come up with strategies to ensure adequate 'take-up' of those opportunities, e.g. by linking online discussion forums more closely to classroom discussion.

2.9 We were happy that the materials are adequate and the teaching notes are up-to-date, but we would emphasise the importance of keeping the bibliography in the course outlines updated, which wasn't always the case.

2.10 Our main concern was that the course outlines are basically prescribing textbook reading, and refer to hardly any articles or book chapters. This is a serious shortcoming, because it fails to expose students to cutting-edge research and to familiarise them with the most recent debates and questions. We strongly recommend that the institution revisit the course outlines with that in mind. As we state in section 1, we believe that this increase in student workload would actually enhance the value of the course for students, and justify the 7.5 ECTS credit weighting.

2.11-12 We are satisfied that the programme develops students' research skills and learning-by-inquiry. As noted in section 1, our concern is that the course outlines do not include any further reading, which limits the opportunities students have to determine the depth of their own study. We would recommend the addition of further reading in each week of the semester (except perhaps week 1 or 2).

Please circle one of the following for:

Teaching, learning and student assessment

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

![ENQA - European Association for Quality Assurance in Higher Education]

ΔΙΠΑΕ CYQAA

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

3. Teaching Staff (*ESG 1.5*)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria	1 – 10

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	9
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialization	9
	3.2.2 Research and Publications within the discipline	9
	3.2.3 Experience / training in teaching in higher education	9
3.3	The programme attracts visiting professors of recognized academic standing.	N/A
3.4	The specialisations of visiting professors adequately support the programme of study.	N/A
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	8
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	9
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10
3.8	The teaching load allows for the conduct of research and contribution to society.	5
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	10
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	9
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	8

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

Provide information on the following:

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

Findings

According to the self-documentation, the teaching team consists of a programme director, a programme coordinator and teaching staff. Teaching staff consists of three assistant professors and three lectures on a (semi-) permanent basis. The recruitment process of the University seems to be fair, transparent and clear. The staff of the Law School has a high standard of qualification and seems to interact with local and regional partners, e.g. members of the local bar sit on the board of the Law School. There seems to be a clear feedback structure.

Strengths

The heads of the programme as well as all faculty members gained significant international experience and a very solid academic background. The team seems to be highly motivated. The interaction within the programme is managed by a renowned senior academic and the coordinator of the Programme is the President of the Law School. Students are very positive about the feedback-structure. There seems to be a very good team spirit.

Areas of improvement and recommendations

One problem might be that the workload of the faculty seems to be very high. The workload-model/work-role model needs for adjustments to secure both a high teaching standard and a high research standard. Because of the very conventional approach of the programme, faculty should also be trained be international renowned experts and should attend international conferences, if possible. European and International Economic Law is vibrant and important area of law and only an active engagement culture of the faculty can ensure a high quality of the programme. The faculty should also take into consideration to add more practitioners.

Please circle one of the following for:

Teaching Staff

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

4. Students (*ESG 1.4, 1.6, 1.7*)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

	Quality indicators/criteria	1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	7
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	N/A
4.3	The programme's evaluation mechanism, by the students, is effective.	10
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	N/A
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10
4.9	Students are satisfied with their learning experiences.	9

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

The committee recognizes the effort of the academics and their willingness to help students and provide them with any information they need. It is quite impressive that they respond immediately to their emails and / or by person communication. The admiration and the trust that students show for their professors is also remarkable.

4.1 The committee is concerned about whether the students with no legal background can understand and meet the requirements of an LLM and the relevant terminology and legal thinking without an introductory course about the fundamentals of the legal system and thinking.

4.4 Regarding the exchange programs is not a common practice in LLM level. Students mentioned that no one student from the other LLM programme of this university used this opportunity. In any case, the opportunities are available.

4.5 The mechanism exists but when it comes to the application, it seems that some inquiries of the students regarding extracurricular activities and / or welfare cannot

be fulfilled. This is not vital for the programme but still affect the social life of students and as a consequence their academic life.

In general, the academic level of their studies and the possibilities of recruitment in relevant fields satisfy students. They seemed to be willing to attend the LLM, which the committee was quite satisfied about.

Please circle one of the following for:

Students

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

5. Resources (*ESG 1.6*)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
  * Physical resources: premises, libraries, study facilities, IT infrastructure, etc.
  Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

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

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

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

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 – 10
5.1	Adequate and modern learning resources are available to the students.	10
5.2	The library includes the latest books and material that support the programme.	8
5.3	The library loan system facilitates students' studies.	10
5.4	The laboratories adequately support the programme.	10
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	9
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	9
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	9
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Findings

The university operates and maintains an extended and updated list of articles and books from major publishers. In addition, the VPN service allows remote access to all university members. As such, the resources offered for the distance learning programme are satisfactory.

Strengths
The library includes all major publishers and there are plans for expanding. This will ensure that the students will have all the necessary literature they need for their studies. The university has signed exchange/loan agreements with other libraries in both Cyprus and Greece, ensuring that resources that are not currently available can still be reached by students in an efficient manner.

Moodle is a widely-used and stable platform that is appropriate for the distance learning requirements that the university envisions.

The university has the ability to design and develop its own Moodle modules to extend the services provided to the university members.

Areas of improvement and recommendations
Despite the positive overall score in this section, the EEC feels that certain improvements can occur:

1. The low student-teacher ratio should allow the academic staff to sustain close connections with the students and provide academic and psychological support. However, this university should take into consideration frequent consultation sessions with experts. It has been mentioned by the teachers and the students of the conventional programme that the S.K.E.PS.I.S. center initiates contact with on-campus students twice within the course and they are also available for any student-triggered interaction.
2. Improvement on resources relevant to qualitative methods could be possible, by extending, for example, the available software with the addition of tools such as nVivo.
3. Additional books and updated editions of existing titles should be available to the students. So, EEC is urging the university to expand its library to better support the LLM programs.

Please circle one of the following for:

Resources

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

6. Additional for distance learning programmes *(ALL ESG)*

<u>*Standards*</u>

- ***The distance learning methodology is appropriate for the particular programme of study***.
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 – 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	8
6.2	The institution safeguards the interaction:	
	6.2.1 Among students	6
	6.2.2 Between students and teaching staff	7
	6.2.3 Between students and study guides/material of study	9
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	8
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	8
6.5	Student performance monitoring mechanisms are satisfactory.	7
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	9
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	9

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

6.8	Assessment consistency is ensured.	9
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	8
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	9
6.11	The supporting infrastructures are easily accessible.	9
6.12	Students are informed and trained with regards to the available educational infrastructure.	9
6.13	Procedures for systematic control and improvement of the supportive services are set.	8
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	9
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	10
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	9
6.17	Students' weekly assignments are appropriate for the level of the programme.	7
6.18	Feedback on students' assignments is regular through concrete and published procedures.	6
6.19	The quality of students' final exams is ensured and evidenced.	10
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	8

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

Findings

In general, the nature of the programme is compatible with distance learning delivery in various universities. Neapolis university has addressed adequately several aspects of distance learning delivery regarding resource validity and availability, teaching delivery methods, assessment processes, and programme administration.

However, there are also areas that require, in committee's view, that the university need to improve. These areas include: teacher training for distance learning, clear and structured feedback processes for the students, support of peer interaction, and a clear and pedagogical sound approach to engage students in online activities.

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

Strengths

A certain strength is the ratio between teaching staff and online students. The university has a limit of 30 students per teaching staff (i.e., course responsible and associated teaching staff). This is an excellent practice since it allows students to receive timely feedback and support from teaching staff throughout the semester.

The learning platform (Moodle and its modules) can offer high quality online learning. It is also commendable that the university is able to design and produce its own Moodle modules that can better address its needs.

Contracting an external company to support further the Moodle administration and operation is also a strength. The university recently migrated to an updated version and decided to clone the two installations for security and backup purposes. This is generally a good idea, since migration can cause issues, but the university should also have in mind that this practice will require higher workload for the technical staff and cloning should be applied until the university decides to retire the older installation.

Courses include bi-weekly activities that could engage students in learning activities. This can be related to continuous assessment, even though it seems that most (if not all) of these activities are optional.

Students' examination procedures are clear and coherent and the university follows standards that are applied in established open universities (e.g., Hellenic Open University, Cyprus Open University).

Areas of improvement and recommendations

The basic concern the EEC had was to ensure that the pedagogy behind the distance learning programme would be appropriate. Transferring a conventional course into an online course requires much more than making the material available online. Special learning design needs are expected to be applied to make the students engaged and able to interact and collaborate with each other.

Based on the above, the EEC has the following suggestions for improvement:

1. Distance learning requires digital literacy from both students and teachers. The university offers guides, tutorial, and short training sessions, while the academic staff is also supported, if needed, via an established service in the university. Also, the university is preparing to further enhance teacher training by offering formal education to teaching personnel. The suggestion of the EEC is to indeed move forward with this and make teacher-training part of the mandatory professional development for all teaching personnel involved in distance learning programs.

2. The university mentioned that experience in distance learning is mentioned during teacher recruitment. The EEC's suggestion is to make this mention a formal criterion for evaluation (but not necessarily a mandatory requirement). Candidates without prior experience or knowledge in distance learning should then be required to attend teacher-training for distance learning upon hiring.

3. Efficient/effective peer interaction and collaboration is a crucial skill that students need to develop in every higher education programme. As such, this is also explicitly mentioned in the list of intended learning objectives of the programme. However, little is evident within the course descriptions and the assignments on how these two skills (interaction and collaboration) are going to be supported in the programme. The availability of the fora alone is not adequate for student to engage into meaningful interaction. Peer interaction should be part of the course design and assessment. This means that the students should be guided on how to collaborate and give each other feedback, for example. How to be critical, but constructive in evaluating each other's work, or how to delegate and orchestrate collaboration in group activities. Teacher-training literature offers practice information and guidelines that the teacher should consider. In general, the student should feel part of an active academic body and be able to use this academic body for social, psychological, and academic support. Unfortunately, it is not clear how a student in the distance learning programme is going to experience interaction with peers.

4. Self-regulation and self-assessment are mentioned during the onsite visit, which means that the university acknowledges their importance. However, it is not clear how they are supported within the programme. For example, the self-assessment activities in the courses do not include feedback from the teacher (e.g., in the form of a model answer), or from peers (e.g., in a peer review tasks). As such, these activities cannot be marked as self-assessment, but as practice exercises. Some form of feedback is needed for the student to be able to reflect upon his/her initial answer and be able to self-assess. Similarly, self-regulation means that the students are aware of their strength and weaknesses and they are able to organize and orchestrate their participation in the course in a way that would be more productive for them. This is important, but the EEC did not receive clear information on how the programme is going to achieve this. Consultation, feedback on continuous (or more regular formative) assessment (from Moodle or the teachers), peer discussion on planning, collaborating, and participation, etc. could help students in developing self-regulation skills. In addition, since peer interaction is missing, in general, from the programme, the EEC suggests to incorporate peer review activities along with the practice exercises. So, students will be able to answer individually these exercises, post them online for peers to read and comment, and get feedback that would allow them to self-assess their initial position.

5. Critical thinking and deeper reflection is mentioned in the programme, but a better alignment between learning objectives, teaching activities, and learning assessment should exist in the programme. For example, it is not clear where and how critical thinking is going to be supported (e.g., which courses and during which activities). In that regard, some of the practice exercises could include open-ended and more challenging topics for the students. For example, the suggestion that the answer of an exercise can be found in a specific page in the textbook could be seen as task based on memory recall and not critical thinking that would require to compare, synthesize, and filter information to reach a conclusion. In general, asking students to deal with complexity and irregularity has been marked in the literature as factors that could push students towards critical thinking.

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

Please circle one of the following for:

Additional for distance learning programmes

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

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

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*
- *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 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*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

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.
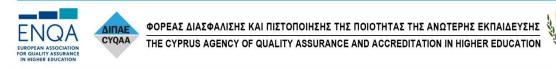
Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 – 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	

ΕΝQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	
7.13	There is a clear policy on authorship and intellectual property.	

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

Please circle one of the following for:

Additional for doctoral programmes

Non-compliant   *Partially compliant*   *Substantially compliant*   *Fully compliant*

8. **Additional for joint programmes** *(ALL ESG)*

<div style="border:1px solid">

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*

</div>

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ
CYQAA

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

- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

Mark from 1 to 10 the degree of compliance for each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 – 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	

![ENQA - EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION]

ΔΙΠΑΕ CYQAA

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

8.3	The partner universities have defined the responsibility of the parties in the common agreement.		
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.		
8.5	The joint study programme is based on the needs of the target group and of the labour market.		
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.		
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.		
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.		
8.9	The partner universities ensure the economic sustainability of the joint study programme.		
8.10	The degree awarded is justified by:		
	8.10.1	The learning outcomes	
	8.10.2	The collaboration between/among the institutions delivering the programme	
8.11	The jointness of the programme development is effective.		
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.		

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

Please circle one of the following for:

Additional for joint programmes

Non-compliant　　*Partially compliant*　　*Substantially compliant*　　*Fully compliant*

D. Conclusions and final remarks

Overall, we believe that the programme has lots of promise and that it is both viable and important for the institution's future development. We believe that, as it stands, it is only partially compliant with the Agency's requirements, so some work will be needed. However, we are confident that the institution should be able to meet those requirements by attending to our recommendations. The main points are summarized below.

- Streamline the content of the programme to avoid overlaps
- Introduce regular review of the content of the programme to strengthen quality
- Given that the programme is open to non-lawyers, ensure students become acquainted with foundational concepts & ideas early on, and consider adding a crash-course introduction at the beginning of the programme.
- Address the mismatch between the current workload and the ECTS crediting of each course, as the current workload falls short.
- Align learning outcomes and weekly teaching goals.
- Adjust the teaching workload to allow staff to undertake more research at a higher level.
- Increase peer interaction & enhance learning design to accommodate the learning outcomes in the teaching

E. Signatures of the EEC

Name	*Signature*

Panos Delimatsis	
Joerg Terhechte	
Emmanuel Voyiakis	
Pantelis Papadopoulos	
Savvas Papageorgiou	

Date: …Sep 12, 2019……………………….