

Doc. 300.3.1/1

Date: 11.11.2020^[OBJ]

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:** Neapolis University of Pafos
- **Town:** Pafos
- **School/Faculty:** School of Law
- **Department:** Department of Law
- **Programme(s) of study – Bachelor of Laws (8 semesters, 240 ECTS)**

Programme 1 – Bach of Law LLB

In Greek:

Πτυχίο στη Νομική (LLB)

In English:

Bachelor of Laws (LLB)

Language(s) of instruction: Greek

Programme 2 – [Title 2]

In Greek:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)

Programme 3 – [Title 3]

In Greek:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)



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



Introduction

The site visit took place on the 9th of November 2020 between 10.00 and 17.00 online via Zoom. All committee members were present. We could watch the power point presentations beforehand. In addition, we had a virtual tour through the buildings, and we were sent a recorded lecture which we could watch afterwards. We spoke to students, graduates, teaching staff, support staff. The visit was well-prepared, and we met a highly motivated staff, and committed students and alumni. They provided us with the necessary information on the mission of the University, its strategy. The organizational structure, budget, research income, student support. Quality insurance and societal impact were sufficiently explained, and concrete examples were given.

During the remote visit committee members were given the opportunity to ask questions, the discussions were fruitful. We appreciated the openness of the Rector, the head of the Department and all colleagues (academic staff and support staff). We were impressed by the commitment, which was also attested by the students and alumni. We appreciated what has been achieved in less than a decade and we observed a willingness to constantly keep improving. At the end of the day, we had a final session with the Rector and the Head of department in which we could ask additional questions for clarification. We also asked for some additional information with respect to the student evaluation feedback cycle, events and publications, which we promptly received. Without having been able to visit the University we feel we got a good and realistic impression of an ambitious and active department with a solid Bachelor in Laws programme.



A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Joanne van der Leun	Chair	Leiden University (NL)
Emmanuel Voyiakis	Member	LSE London
Eleni Kosta	Member	Tilburg University (NL)
George Kyriacou	Member	Cyprus Bar Association
Eirini Andreou	Member (student)	University of Cyprus
Name	Position	University



B. Guidelines on content and structure of the report

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *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*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *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*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

Findings for Bach of Law LLB

After going through the presentations and reading the documentation, the EEC had a full day of remote conversations with several panels from Neapolis University and from the Department of Law in which the EEC could ask many questions. The atmosphere was open and the committee noticed that the staff is highly motivated to offer high quality education. All staff members seemed very engaged and reflective. The management explained that the undergraduate program Bachelor of Laws (LLB) with a Greek and a Cyprus-strand is guided by the University's general mission, which is aiming at excellence in teaching, research, and service to the community. The LLB is designed to meet local and (inter)national needs, promotes links with local communities and embraces modern pedagogy and increasingly student-centred learning technologies. The department and the staff within the programme demonstrate a robust culture of quality and quality control in which feedback from students and staff members are considered. The program has been designed to meet the requirements of the labour market in Greece and Cyprus, staff members also have influence on the content of the courses, the methods and the materials used. The success rate is high and graduates who take the Bar exams have all been admitted so far. The university collects and analyses data on study results, labour market position of graduates etc. The programme is coherent, but the committee does recommend looking into the possibility of changing the order of some courses as explained below.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

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Strengths

Strengths for Bach of Law LLB

The programmes have been well-designed in accordance with the relevant frameworks.

the two strands (Greek & Cypriot) successfully target different labour markets

The professors almost all appear to teach in their area of expertise, which ensures good quality teaching and a connection between teaching and research.

All students have an academic adviser and can fall back on the support structure at the central level

The quality assurance cycle is transparent and staff members are constantly trying to improve and to offer high quality teaching and support

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

Areas of improvement and recommendations for *Bach of Law LLB*

The website contains the basic information about the LLB. Some more detailed information about extracurricular activities and more information about the offered courses would be recommended. The handbook should be updated in order to correct several spelling mistakes.

The curriculum should be revised in order to avoid exposure of student to more complicated courses at the very beginning of their studies, e.g. NOM129-Public International Law.

The committee recommends introducing training in Legal English for this programme to prepare graduates for a job in the internationalising world.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bach of Law LLB</i>	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Choose answer	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Choose answer	Choose answer
1.3	Public information	Compliant	Choose answer	Choose answer
1.4	Information management	Compliant	Choose answer	Choose answer

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for 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.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

Findings for Bach of Law LLB

The Bachelor of Law (LLB) is organised in accordance with the existing legislation and complies with the professional qualification requirements both in Cyprus and in Greece. The diploma that the students obtain in the end of their studies, allows them to enrol at the Cypriot and Greek Bar Associations for their traineeship. The studies are complemented with an online educational platform (Moodle) that facilitates the communication between the students and the lecturers. The curriculum is complemented with a number of activities, including Moot Courts, a legal clinic etc.

The teaching staff is delivering high quality teaching, they support the student through the Advisors program and are accessible to them. Even during the COVID-19 times the lectures are delivered online and the online session that the committee members followed ensured high quality of teaching, engagement of both the lecturer and the students and motivation of the critical thinking of students.

Student assessments play an important role in the evaluation of lecturers and courses. The evaluation is carried out via questionnaires in Moodle Platform. The questionnaires aim to measure the quality of the lessons and the quality of teaching. The evaluations are done every academic semester for all the courses.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

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Strengths

Strengths for Bach of Law LLB

The Bachelor of Law (LLB) has endorsed the appointment of Academic Personal Advisors in undergraduate and postgraduate study programs at NUP, who to meet at least once a semester with their students to discuss course options.

The teaching staff is organising Moot Courts, UN Model simulation, Legal Clinics and Legal writing and research seminars. Especially in the field of criminal law and international/European law the activities are rich and rewarding for the students

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

Areas of improvement and recommendations for *Bach of Law LLB*

Students can choose the placement programme as an elective in their curriculum, an initiative that is currently being established. Besides issues relating to confidentiality, the employment status of the students etc, special attention should be paid to the calculation of the ECTS points and the assessment method for this initiative.

Enhancement of the collaborations with professional bodies in Cyprus and Greece would deepen the integration of theory and practice. Especially with regard to organisations based in Greece, the Department could take advantage of online collaboration tools.

Although, student-centered learning and teaching plays an important role in simulating students' motivation, self-reflection and engagement in the learning process, further options should be explored for student-centred learning and novel teaching methods that complement traditional lectures. In our view, the department could use its existing staff expertise to enhance its teaching programmes by reference to topical issues, such as Anti-Money Laundering (ALM) regulation and compliance.

We were provided with several examples of student assessment that are part of the overall evaluation reports. The student assessments contained only numerical scores and no qualitative feedback, which limits their usefulness for the assessed member of staff. We believe that the existing process for translating student feedback into teaching improvement is improved in order to work in practice and not just in theory. Greater emphasis on qualitative feedback (e.g. 'Strengths', 'Weaknesses', 'Action Points') in Supervisor and Self-Assessment Reports would be a step in the right direction.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>		
	<i>Bach of Law LLB</i>	[Title 2]	[Title 3]



2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Choose answer	Choose answer
2.2	Practical training	Compliant	Choose answer	Choose answer
2.3	Student assessment	Compliant	Choose answer	Choose answer

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

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

3.3. Synergies of teaching and research

Standards

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

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

Findings for *Bach of Law LLB*

Overall, the Committee was favourably impressed by the Department's research profile. Excellence in research is axis 2 of the Department's Strategic Mission. Generally, that mission is adequately supported by the existing procedures and facilities. Research and teaching are well-integrated. At the same time, the Committee believes that the University could do more to facilitate colleagues' participation in international conferences, and to integrate existing Cypriot legal databases into its programme for improving LLB students' research skills. The Department's application was very thorough, and the Department was very responsive to our request to receive the most up-to-date versions of the faculty's publication records. We reviewed those records, the Department's research plan, and the research-related components of the LLB programme. During our visit, we had the opportunity to discuss some issues and put questions to the Rector, the Head of the Department, and members of the faculty. Our discussion focused on balancing teaching workload with internationally excellent research, the challenges of publishing in Cypriot/Greek journals that have limited international visibility, and support for research by means of sabbatical leave and funding for conference attendance. At the end of our visit, we were also able to attend remotely a teaching session in Company Law

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

Strengths for *Bach of Law LLB*

The Department has a clear policy on supporting research, and its processes appear to be applied fairly and consistently. Members of the Department have a consistent record of publication in both international and Cypriot/Greek outlets. Research and teaching are well integrated in that colleagues' teaching overlaps very tightly with their research expertise. The Rector assured us that applications for research funding and sabbatical leave are favourably treated, though the small number of faculty imposes some obvious limits in that regard.

Although still a very young institution, the Department has been able to hire a strong group of scholars at all levels of seniority. The Head of Department is a leading scholar with broad and extensive experience. All staff are very qualified, and their specialisms and expertise support the Bachelor of Laws (LLB) effectively. The Visiting Professors complement the expertise of permanent staff very well, and their employment appears to preserve the 70/30 ratio. Special teaching staff are qualified in their areas, and their teaching hours as stated in the application (p. 132) suggest that they are relied on in an appropriate fashion. The ratio of subjects per member of permanent teaching staff is appropriate, and so is the overall staff/student ratio.

The teaching session we attended remotely was very well run, with clear explanations of Company Law concepts, and interactive class discussion.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

Areas of improvement and recommendations for *Bach of Law LLB*

We identified two main areas of improvement:

1. Given the high teaching load per member of academic staff, the Committee believes that the University can and should do more to support the development of colleagues' research through support for conference funding. At present, support is provided only for conferences in which a member of staff is presenting. We believe that such support should be extended to cover mere attendance at important international conferences, particularly for junior academic staff. This is not likely to involve huge costs, especially as more international conferences are bound to move online.

2. It was not clear to us that the Department's plan for enhancing students' research skills integrates the two main Cypriot legal databases CYLAW and Leginet. Their prominence and use in the legal profession makes them obvious focal points for students' research skills training.

Areas of improvement and recommendations for [Title 2]



Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bach of Law LLB</i>	[Title 2]	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Choose answer	Choose answer
3.2	Teaching staff number and status	Compliant	Choose answer	Choose answer
3.3	Synergies of teaching and research	Compliant	Choose answer	Choose answer

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

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

Findings for Bach of Law LLB

The provisions regarding admission, progression, recognition and certification are typical of an LLB programme and overall satisfactory. The programme does not currently offer a diploma supplement. The application stated the relevant provisions in a very clear, comprehensive, and accessible way. This made discussion during our visit much easier, as we could focus immediately on specific points. Here too, we found the Department's responses very helpful, and our requests for clarification and further data were met promptly and fully. Subject to our remarks below about areas of improvement, we concluded that the Department's policies on all four points are fully compliant with the relevant standards.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

Strengths for Bach of Law LLB

Clear and reasonable admissions criteria, applied in a way that allows for case-by-case determinations (e.g. when a student fails to meet the 14/20 requirement because of a low score in a non-relevant subject); clear rules on progression within the LLB programme; clear

communication of rules on certificate to be obtained and its recognition in Cyprus and other European countries (especially Greece).

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

Areas of improvement and recommendations for *Bach of Law LLB*

A few small points: (a) the Handbook must make clear that the language of instruction is only Greek, not 'Greek/English' as stated in the application (at p.11) (b) The section of the application on Accreditation for Prior Learning (p.15) needs to be updated to refer to the LLB degree.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bach of Law LLB</i>	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
4.2	Student progression	Compliant	Choose answer	Choose answer
4.3	Student recognition	Compliant	Choose answer	Choose answer
4.4	Student certification	Compliant	Choose answer	Choose answer



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



5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

Findings for Bach of Law LLB

In the material provided by the University and the Department, the committee found all the relevant information on teaching and learning resources. We also heard during our Q&A sessions that all lecturers distribute information to the students at the beginning of the course and via the Learning Management System Moodle. In each syllabus students find more detailed aims and objectives of the module, learning outcomes, syllabi, coursework details, methods of assessment for assignments and exams and extensive reading list.

The physical facilities are very good, as was confirmed by students and staff members during the panel discussions. Computer facilities and the Library are very good. Lecture rooms are well-equipped, the library which is open all week and is accessible online has the relevant sources and the Department has managed to offer everything online during the Covid19 crisis. Usually there are round 20 students in a group and there is a favourable staff-student ratio. The University has a well-established structure for student support, in addition to the academic advice that students get within their programme. A special department at the central level ensures that special needs students are provided with proper advice and support.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

Strengths for Bach of Law LLB

Student support is efficiently and effectively organised at the University level. In addition, students can speak to their academic adviser and they can get administrative support within the Department

The ICT, lecture rooms and library facilities are all very good and needs are regularly assessed Information on the programme is available to prospective students, students, graduates, staff and the wider public

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

Areas of improvement and recommendations for Bach of Law LLB

The committee appreciates the variety in educational methods in courses and in extracurricular activities and would in addition welcome further elaboration, also in regular courses. This wish was also expressed by the students we spoke to.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bach of Law LLB</i>	[Title 2]	[Title 3]
5.1	Teaching and Learning resources	Compliant	Choose answer	Choose answer
5.2	Physical resources	Compliant	Choose answer	Choose answer
5.3	Human support resources	Compliant	Choose answer	Choose answer
5.4	Student support	Compliant	Choose answer	Choose answer

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1. Selection criteria and requirements

6.2. Proposal and dissertation

6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-areas	Non-compliant/ Partially Compliant/Compliant
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6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable



C. Conclusions and final remarks

The Committee believes that the LLB programme is clearly compliant with the applicable standards of assessment and gladly recommends its accreditation. The documentation in the application pack was very thorough and informative, all our requests for further information were answered swiftly and fully, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant and constructive.

High quality teaching, good class size, enthusiastic and committed teachers who teach in their area of expertise, motivated students, regular events and extracurricular activities such as moot courts, guest lecture and excursions and visits create a vibrant learning environment. Research and teaching appear to strengthen each other and fruitful collaborations with wider society are in place. The networks of the academic staff and the university offer opportunities for further developments in societal and academic collaborations.

The excellent library facilities, support structures, buildings and ICT services enhance students' learning experience. The two strands (Greek and Cypriot) both seem to prepare students well for the labour market. These observations were all confirmed by students and graduates.



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Joanne van der Leun	
Emmanuel Voyiakis	
Eleni Kosta	
George Kyriacou	
Eirini Andreou	
Click to enter Name	

Date: 11.11.2020

