Doc. 300.3.1/1

Date: 12-15/5/21

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution: European University Cyprus**
- **Town: Nicosia**
- **School/Faculty: School of Law**
- **Department: School of Law**
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – LLB

In Greek:

ΝΟΜΙΚΗ - Ελληνικό Δίκαιο (4 χρόνια/240 ECTS, Πτυχίο Νομικής

In English:

Law – Greek Law (4 years/240 ECTS, Bachelor of Law)

Language(s) of instruction: Greek

Programme 2 – LLM

In Greek:

ΝΟΜΙΚΗ (LLM) Διεθνές Εμπορικό Δίκαιο/Δημόσιο Δίκαιο

In English:

Law – International Commercial Law/Public Law (18 months/90 ECTS, Master of Laws)

Language(s) of instruction: Greek

Programme 3 – PhD

In Greek:

ΔΙΚΑΙΟ (3 Έτη/180 ECTS, Διδακτορικό)

In English:

Law (3 years/180 ECTS, Ph.D.)

Language(s) of instruction: Greek

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) examined the LLB Law (4 years, 240 ECTS, Bachelor of Law), the LLM Law (18 months, 90 ECTS, Master of Law) and the PhD Law (3 years, 180 ECTS, Ph.D.) offered at the European University Cyprus. Due to the exceptional times, an on-site visit was not possible, for which reason the external evaluation and the site visit took place online in the period of 10/05/2021 to 11/05/2021. The academic members of the EEC studied the application for the accreditation of the programmes of study and formed an impression at the subsequent virtual site visit.

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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B.   External Evaluation Committee (EEC)

Name	Position	University
Brigitte Tag	Professor	University of Zurich
Ramses A. Wessel	Professor	University of Groningen
Emmanuel Voyiakis	Professor	London School of Economics
Sofoklis Karasamanis	PhD student in Law	University of Cyprus
George Kyriacou	Lawyer	Cyprus Bar Association

C. Guidelines on content and structure of the report

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

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date.*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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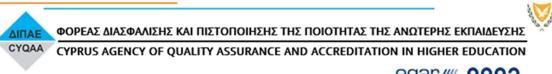 - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *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?*

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.

Findings for LLB LLB
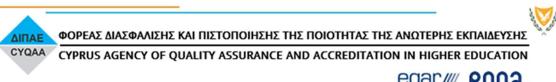## 1.1 Policy for quality assurance

- *Policy for quality assurance of the programme of study:*
  - o *has a formal status and is publicly available*→ From the publicly accessible Charter of the University there is a committee on internal quality assurance responsible for a rigorous and responsive quality assurance framework. According to the application submitted the internal quality assurance is conducted based on a Quality Management Handbook (Application LLB [LLB], p. 20).
  - o *supports the organisation of the quality assurance system through appropriate structures, regulations, and processes,* (LLB, p. 19 f.). Quality Assurance is in accordance with the European Standards, Guidelines as well as local legislation.
  - o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance* (LLB, p. 20; 369 f.). Students, administration personnel as well as faculty members form part of the Program Committee, which in first place monitors the academic issues of each program and makes recommendations for proposed changes in regulations through the PER report (Program Evaluation Review). Furthermore, students participate in course evaluation through questionnaires (LLB, p. 369).
  - o *ensures academic integrity and freedom and is vigilant against academic fraud* →Policy on academic ethics and student's discipline can be found in the University's Charter (University's Charter, p. 65 f.).
  - o *guards against intolerance of any kind or discrimination against the students or staff* → It is not clear that there is a special "person of trust" (or equivalent).
  - o *supports the involvement of external stakeholders* (LLB, p. 369 f.). Professionals and Industrialists are represented on the Advisory Board, which evaluates independently the programs. Amongst other they also contribute to proposition of courses that link the programs with the needs of the local and global industries (LLB, p. 371).

1.2 Design, approval, on-going monitoring and review

- *The programme of study:*
  - o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes* (LLB, p. 8 f.). While the purpose of the program is to provide undergraduate students with broad core knowledge, it also allows them to choose specific courses according to their interest covering the material for the exams of the Greek Bar Association;
  - o *is designed by involving students and other stakeholders* (LLB, p. 369 f., 381, 383). As already mentioned above students and other stakeholders participate through the PER process in reviewing and improving the programs. Additionally, the Internal Evaluation Committee and Programme Committee (both consisting of student

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representatives) monitor the quality indicators of each program and the latter reviews the curriculum each year (Dep., p. 70.);

o *benefits from external expertise* (LLB, p. 371 f.). An Expert Review Panel (ERP) consisting of two external faculty members as experts on the program thematic areas provide a written report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations;

o *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)* (LLB, p. 8 f.; 383). Upon completion of the program the students will be eligible to register as trainee lawyers and furthermore have acquired the legal knowledge to meet the challenges encountered in the labour market. The mission of the faculty is also to prepare mature citizens and responsible persons (Dep., p. 138);

o *is designed so that it enables smooth student progression* (Dep., p. 143). In the year 2018 12% of the law school students have failed and the average GPA of the program's students was 2.33;

o *appears to be designed so that the exams' and assignments' content corresponds to the level of the program and the number of ECTS*

o *defines the expected student workload in ECTS* (LLB, p. 39 f.). The achievable ECTS of the specific courses are among other information listed in table 2 and on the University's website;

o *includes well-structured placement opportunities where appropriate* (LLB, p. 27 f.). Students are given the opportunity to participate in organized visits to European legal bodies and to attend courses at the International Institute of Human Rights in Strasbourg. Furthermore, the EUC ensures high employment rates for their graduates by being interconnected with different professionals, having cooperation strategies with enterprises and maintaining a Career Center (LLB, p. 27; 349 f.);

o *is subject to a formal institutional approval process* (Dep., p. 89 f.);

o *results in a qualification that is clearly specified and communicated and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*

o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up to date* (LLB, p. 8 f.). The program vividly follows the evolution and the modern trends at national as well as international level;

o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme* (LLB, p. 20 f.; 372). Some goals of the PER are to identify the program's strengths and opportunities for improvement as well as to establish action plans and strategies for continuous and ongoing improvement. For each program it shall be

conducted every five years (LLB, p. 372). Additionally, the School via the Program Committee shall review the curriculum each year (Dep., p. 70);

- o *is reviewed and revised regularly involving students and other stakeholders* (see questions above).

1.3 Public information

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

→On the university's website and in the University's Charter nearly all information could be found except pass rates.

1.4 Information management

- *Information for the effective management of the programme of study is collected, monitored and analyzed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *career paths of graduates*

→Information on the fact of collecting information through students' questionnaires (LLB, p. 369, Dep., p. 69) as well as by the Program and Internal Evaluation Committee (f. e. on average mark, dropout rates and graduate employment rate; Dep., p. 69) could be found. Furthermore, the University's career center monitors graduates career paths by an external career survey (Dep., p. 19).

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

→It is unclear whether and how the feedback loop becomes closed.

Findings for LLM LLM

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1.1 Policy for quality assurance

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*→ From the publicly accessible Charter of the University there is a committee on internal quality assurance responsible for a rigorous and responsive quality assurance framework. According to the application submitted the internal quality assurance of the programs is conducted based on a Quality Management Handbook (Application LLM [LLM], p. 12).
  - *supports the organization of the quality assurance system through appropriate structures, regulations and processes* (LLM, p. 12 f.). Quality Assurance is in accordance with the European Standards, Guidelines as well as local legislation.
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance* (LLM, p. 12; 152 f.). Students, administration personnel as well as faculty members form part of the Program Committee, which in first place monitors the academic issues of each program and makes recommendations for proposed changes in regulations through the PER report (Program Evaluation Review). Furthermore, students participate in course evaluation through questionnaires (p. 153).
  - *ensures academic integrity and freedom and is vigilant against academic fraud* →Policy on academic ethics and student's discipline can be found in the University's Charter (University's Charter, p. 65 f.).
  - *guards against intolerance of any kind or discrimination against the students or staff* →see section on LLB programme above.
  - *supports the involvement of external stakeholders* (LLM, p. 153 f.). Professionals and industrialists are represented on the Advisory Board, which evaluates independently the programs. Amongst other they also contribute to proposition of courses that link the programs with the needs of the local and global industries (LLM, p. 154).

1.2 Design, approval, on-going monitoring and review

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes* (For summary see, LLM, p. 9). In general, a main purpose of the program is helping students develop the appropriate methods to conduct research and focus on a specialized area of law (LLM, p. 8).
  - *is designed by involving students and other stakeholders* (LLM, p. 152 f.). As already mentioned above students and other stakeholders participate through the PER process in reviewing and improving the programs. Additionally, the Internal Evaluation Committee and Programme Committee (both consisting of student representatives) monitor the quality indicators of each program and the latter reviews the curriculum each year (Dep., p. 70.).
  - *benefits from external expertise* (LLM, p. 154 f.). An Expert Review Panel (ERP) consisting of two external faculty members as experts on the program thematic areas provide a written report by evaluating the findings and implementation plan presented in the PER, as well as by giving relevant recommendations.

o *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)* (LLM, p. 8 f.). One aim of the program is to provide the students with skills for them being able to work as legal advisors and lawyers in different fields. On the other hand, graduates will have a solid theoretical background to pursue doctoral studies or a position in the academic community (LLM, p. 14). Furthermore, the program addresses to law graduates, who are interested in developing their critical thinking in Law (LLM, p. 8). The mission of the faculty is also to prepare mature citizens and responsible persons (Dep., p. 138).

o *is designed so that it enables smooth student progression* (Dep., p. 143). In the year 2018 12% of the law school students have failed and the average GPA of the program's students was 2.54/2.86.

o *it appears to be designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS.*

o *defines the expected student workload in ECTS* (LLM, p. 21 f.). The achievable ECTS of the specific courses are among other information listed in table 2 and on the University's website.

o *includes well-structured placement opportunities where appropriate*→Yes (LLM, p. 124). The University's Career Center offers career guidance to students for self-development and job placement through internship programs, field trips and career exhibition (LLM, p. 124).

o *is subject to a formal institutional approval process* (Dep., p. 89 f.).

o *results in a qualification that is clearly specified and communicated and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area.*

o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up to date* (LLM, p. 8.). The program follows current legal developments and trends on national as well as international level.

o *is periodically reviewed so that it considers 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* (LLM, p. 12; 152 f.). Some goals of the PER are to identify the program's strengths and opportunities as well as to establish action plans and strategies for continuous, ongoing improvement. For each program it shall be conducted every five years (LLM, p. 155). Additionally, the School via the Program Committee shall review the curriculum each year (Dep., p. 70).

o *is reviewed and revised regularly involving students and other stakeholders* (see questions above).

1.3 Public information

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*

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

→On the university's website and in the University's Charter nearly all information could be found except pass rates.

1.4 Information management

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *career paths of graduates*

→Information on the fact of collecting information through students' questionnaires (LLM, p. 152, Dep., p. 69) as well as by the Program and Internal Evaluation Committee (f. e. on average mark, dropout rates and graduate employment rate; Dep., p. 69) could be found. Furthermore, the University's career center monitors graduates career paths by an external career survey (Dep., p. 19).

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

→ It is unclear whether and how the feedback loop becomes closed.

Findings for PhD *PhD*
1.1 Policy for quality assurance

- *Policy for quality assurance of the programme of study:*
    - o *has a formal status and is publicly available*→ From the publicly accessible Charter of the University there is a committee on internal quality assurance responsible for a rigorous and responsive quality assurance framework. According to the application submitted the internal quality assurance of the programs is conducted based on a Quality Management Handbook (Application PhD, p. 12).
    - o *supports the organisation of the quality assurance system through appropriate structures, regulations, and processes*→ (PhD, p. 12 f.). Quality Assurance is in accordance with the European Standards, Guidelines as well as local legislation.

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- *supports teaching, administrative staff and students to take on their responsibilities in quality assurance* (PhD, p. 13; 159 f.). Students, administration personnel as well as faculty members form part of the Program Committee, which in first place monitors the academic issues of each program and makes recommendations for proposed changes in regulations through the PER report (Program Evaluation Review). Furthermore, students participate in course evaluation through questionnaires (PhD, p. 159).
- *ensures academic integrity and freedom and is vigilant against academic fraud* →Policy on academic ethics and student's discipline can be found in the University's Charter (University's Charter, p. 65 f.).
- *guards against intolerance of any kind or discrimination against the students or staff* →see Section on LLB above.
- *supports the involvement of external stakeholders* (PhD, p. 160 f.). Professionals and industrialists are represented on the Advisory Board, which evaluates independently the programs. Amongst other they also contribute to proposition of courses that link the programs with the needs of the local and global industries (PhD, p. 161).

1.2 Design, approval, on-going monitoring and review

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes* (For summary see, PhD, p. 9 f.). The program prepares its students for high level scientific research and promotes especially trained scientific and research groups.
  - *is designed by involving students and other stakeholders* (PhD, p. 159 f.). As already mentioned above students and other stakeholders participate through the PER process in reviewing and improving the programs. Additionally, the Internal Evaluation Committee and Programme Committee (both consisting of student representatives) monitor the quality indicators of each program and the latter reviews the curriculum each year (Dep., p. 70.).
  - *benefits from external expertise* (PhD, p. 162). An Expert Review Panel (ERP) consisting of two external faculty members as experts on the program thematic areas provide a written report by evaluating the findings and implementation plan presented in the PER, as well as by giving relevant recommendations.
  - *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)* (PhD, p. 9 f.). The program enables its candidates to either pursue an academic career or different positions in the public/private sector (PhD, p. 9, p. 18). Furthermore, it aims to empower in using the acquired knowledge and skills for personal as well as professional improvement (PhD, p. 9). The mission of the faculty is also to prepare mature citizens and responsible persons (Dep., p. 138).
  - *is designed so that it enables smooth student progression* (PhD, p. 188). According to the application currently six out of 25 doctoral students have successfully passed the proposal submission level upon the approval of the Supervisory Committee.

Candidates are granted extensions if they require more time to finalize their studies as well as the possibility to retake a part of the Comprehensive Qualifying examination (PhD, p. 137, 140).

o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS* (PhD, p. 35, 39). The assessment of the preparation courses consists mostly in written projects with a link to the candidates' dissertation.

o *defines the expected student workload in ECTS* (PhD, p. 25 f., 137 f.). The achievable ECTS for the specific courses, the Comprehensive Qualifying Examination and the thesis are among other information listed in table 2 and on the University's website.

o *includes well-structured placement opportunities where appropriate* (PhD, p. 122). The University's Career Center offers career guidance to students for self-development and job placement through internship programs, field trips and career exhibition (PhD, p. 122 f.).

o *is subject to a formal institutional approval process*→ According to the University's Charter the Senate approves the "Program" (along with its curriculum and syllabi) submitted by the School which will have the responsibility for the administration of the program (University's Charter, p. 39).

o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*→ Yes

o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*→Not applicable as the introductory courses' mainly purpose is developing scientific methodological skills (PhD, p. 32, 35, 38).

o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme* (PhD, p. 12; 159 f.). Some goals of the PER are to identify the program's strengths and opportunities as well as to establish action plans and strategies for continuous, ongoing improvement. For each program it shall be conducted every five years (PhD, p. 163 f.). Additionally, the School via the Program Committee shall review the curriculum each year (Dep., p. 70).

o *is reviewed and revised regularly involving students and other stakeholders* (see questions above).

1.3 Public information

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

    ○ *teaching, learning and assessment procedures*
    ○ *pass rates*
    ○ *learning opportunities available to the students*
    ○ *graduate employment information*

→Yes, in the University's Charter detailed information can be found (p. 39 f.; except for pass rates).

1.4 Information management

- *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*

→Information on the fact of collecting information through student's questionnaires (PhD, p. 159, Dep., p. 69) as well as by the Program and Internal Evaluation Committee (f. e. on average mark, dropout rates and graduate employment rate; Dep., p. 69) could be found. Furthermore, the University's career center monitors graduates career paths by an external career survey (Dep., p. 19).

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

→ It is unclear whether and how the feedback loop becomes closed.

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

Strengths for LLB *LLB*
- Professionals, external experts and students are involved in the evaluation of the programs
- The program includes well-structured placement opportunities
- A lot of information on the program of study can be found on the University's website

Strengths for LLM *LLM*
- Professionals, external experts and students are involved in the evaluation of the programs
- The program includes well-structured placement opportunities
- A lot of information on the program of study can be found on the University's website

Strengths for PhD *PhD*
- Detailed regulations on the doctoral studies are publicly accessible
- The students benefit from a good support system.

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.

Areas of improvement and recommendations for LLB LLB

- It remains unclear if policy for quality assurance guards against intolerance of any kind or discrimination against the students or staff → This aspect could be considered by implementation of an independent complaint body.
- It remains unclear if the program of study is designed so that the exams' and assignments' content corresponds to the level of the program and the number of ECTS → Past examinations with proposed solutions could be published on the University's website.
- No pass rates could be found on the University's website → Pass rates could be published on the University's website.
- It remains unclear if students and staff are involved in providing and analyzing information and planning follow-up activities regarding student evaluation, so that the feedback loop is closed (1.4) → A survey per semester based on student's/alumni's questionnaires regarding information for the effective management of the program could be implemented.

Areas of improvement and recommendations for LLM LLM

- It remains unclear if policy for quality assurance guards against intolerance of any kind or discrimination against the students or staff → This aspect could be considered by implementation of an independent complaint body.
- It remains unclear if the program of study is designed so that the exams' and assignments' content corresponds to the level of the program and the number of ECTS → Past examinations with proposed solutions could be published on the University's website.
- No pass rates could be found on the University's website → Pass rates could be published on the University's website.
- It remains unclear if students and staff are involved in providing and analyzing information and planning follow-up activities regarding student evaluation, so that the feedback loop is closed (1.4) → A survey per semester based on student's/alumni's questionnaires regarding information for the effective management of the program could be implemented.

Areas of improvement and recommendations for PhD PhD

- It remains unclear if policy for quality assurance guards against intolerance of any kind or discrimination against the students or staff → This aspect could be considered by implementation of an independent complaint body.

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

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

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

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Sub-areas

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

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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.*

</div>

- *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

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.

Findings for LLB *LLB*

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 participation enables an active exchange with the other students. Students can get in touch with other students. Even if they are shy, they have to overcome their fears and participate in the discussion since there is a grade (LLB, Annex 1, p. 53).
- *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.* → There is only face to face teaching (due to COVID-19 probably online?), but there are different course formats (theory courses, application courses, thesis, English legal terminology course) (LLB, Annex 1, p. 50-51). There are also some projects, which count 20% for the final grade (LLB, Annex 1, p. 53 - it's the same for every course).
- *Students are encouraged to take an active role in creating the learning process.* The participation counts 10% for the final grade (LLB, Annex 1, p. 53 - it's the same for every course).
- *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.* → 20% of the grade are projects. There isn't any information what kind of projects these are, but if it is some kind of group work, it is good for the autonomy (LLB, Annex 1, p. 53 - it's the same for every course). The undergraduate thesis is also a good example (LLB, Annex 11, p. 364-366).
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.* → They use moodle (Dep., p. 95).
- *Mutual respect within the learner-teacher relationship is promoted.* (Dep., p. 95).
- *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.* → The university has a Program Evaluation Procedure (LLB, Annex 12, p. 368-376). Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be suggested (LLB, Annex 12, p. 372).

2.2. Practical training

Standards

- *Practical and theoretical studies are interconnected.* There are various opportunities for an internship on a national as well as on an international level, e.g., Erasmus + and The Internship Program (LLB, Annex 8, p. 352).
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.* → N/A

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.* → It is transparent since students know the criteria for marking beforehand (LLB, Annex 2, p. 52). We would recommend that the department considers the implementation of rubrics for teachers as well as students so students could use them for self-assessment purposes before submitting a task for assessment.
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.* → Yes, e.g., undergraduate thesis guide (LLB, Annex 11, p. 364-366). In the guide, students can find the assessment, criteria for marking as well as the guide, how they should structure their thesis. For every course there is a course description including objectives, content and criteria for marking (LLB, Annex 2, p. 52).
- *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.* → Yes (Dep., p. 95).
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.* → Yes (Dep., p. 76).
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.* → There is a development program (Dep., p. 63).
- *The regulations for assessment take into account mitigating circumstances.* → There are special regulations for students with special needs (University Charter, p. 55-62).

Findings for LLM LLM

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 participation enables an active exchange with the other students. Students can get in touch with other students. Even if they are shy, they have to overcome their fears and participate in the discussion since there is a grade (LLM, Annex 2, p. 30).

- *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.* → There is only face to face teaching (due to COVID-19 probably online?), but there are different course formats (theory courses, research skills, thesis (LLM, Annex 2, p. 28-30). There are also some projects, which count 40% for the final grade (LLM, Annex 2, p. 30 - it's the same for every course).

- *Students are encouraged to take an active role in creating the learning process.* The participation counts 10% for the final grade (LLM, Annex 2, p. 30 - it's the same for every course).

- *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.* → 40% of the grade are projects. According to the study guide, there is one group project and one individual project for each course (e.g. energy law, Study Guide, p. 90). The master thesis is also a good example (LLM, Annex 11, p. 139-143).

- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.* → Yes, they use moodle (Dep., p. 95). There are also teleconferences (e.g. Study Guide, p. 90).

- *Mutual respect within the learner-teacher relationship is promoted.* (Dep., p. 95).

- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.* →Yes, the university has a Program Evaluation Procedure (LLM, Annex 12, p. 152-155). Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be suggested (LLM, Annex 12, p. 155).

2.2. Practical training

Standards

- *Practical and theoretical studies are interconnected.* → There are various opportunities for an internship on a national as well as on an international level, e.g., Erasmus + and The Internship Program (LLM, Annex 6, p. 113-115; LLM, Annex 8, p. 126-127).

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.* → It is transparent since students know the criteria for marking beforehand (LLM, Annex 2, p. 30). No information on the other points could be found.

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.* → Yes, e.g., master thesis guide (LLM, Annex 11, p. 139-143). In the guide, students can find the assessment, criteria for marking as well as the guide, how they should structure their thesis. For every course there is a course description including objectives, content and criteria for marking (LLM, Annex 2, p. 30).

- *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.* → Yes (Dep., p. 95).

- *Assessment, where possible, is carried out by more than one examiner.* → For the master thesis, there is an assessment commission of 3 persons (LLM, Annex 11 → Annex 6, p. 149-150).
- *A formal procedure for student appeals is in place.* → Yes (Dep., p. 78).
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.* → There is a development program (Dep., p. 63).
- *The regulations for assessment take into account mitigating circumstances.* → There are special regulations for students with special needs (University Charter, p. 55-62).

Findings for PhD *PhD*

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.* → Yes.
- *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.* → Since it is a PhD program, the courses focus on a specialized field (PhD, p. 7-8). There is face to face teaching (PhD, Annex 2, p. 33). The participants are mostly working on projects (PhD, Annex 2, p. 33 - it's the same for every course). The individual research and the fieldwork are done under supervision (PhD, Annex 11, p. 137-138).
- *Students are encouraged to take an active role in creating the learning process.* → The participation and the attendance count 10% for the final grade (PhD, Annex 2, p. 33 - it's the same for every course).
- *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.* → Since it is a PhD program, students are working on a thesis and on projects.
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.* → Yes, they use moodle (Dep., p. 95) and blackboard.
- *Mutual respect within the learner-teacher relationship is promoted.* → Yes (Dep., p. 95).
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.* → Yes (Dep., p. 95).
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.* → The university has a Program Evaluation Procedure (PhD, Annex 12, p. 158-164). Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be suggested (PhD, Annex 12, p. 163-164).

2.2.   Practical training

Standards

- *Practical and theoretical studies are interconnected.* → There are various opportunities for an internship on a national as well as on an international level, e.g., Erasmus + and The Internship Program (PhD, Annex 8, p. 124-125).
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.* → No information, it probably depends on the internship students choose.

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.* → It is transparent for criteria, see the PhD Program Guide (PhD, Annex 11, p. 138-139). No explicit information about the other points.
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.* → Yes, see the PhD Program Guide (PhD, Annex 11, p. 138-139).
- *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.* → Yes (Dep., p. 95).
- *Assessment, where possible, is carried out by more than one examiner.* → There is a supervision commission (PhD, Annex 11, p. 141-144).
- *A formal procedure for student appeals is in place.* → No explicit information, but since there are procedures for LL.B. and LL.M., there must be one for PhD as well.
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.* → There is a development program (Dep., p. 63).
- *The regulations for assessment take into account mitigating circumstances.* → There are special regulations for students with special needs (University Charter, p. 55-62).

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for LLB LLB
- Huge variety of teaching and learning methods.
- Grading of participation encourages students to be part of the discussion.
- Possibilities for internships during studies.
- Good support of social and intellectual growth of students (many leisure time activities and clubs).

Strengths for LLM LLM
- Huge variety of teaching and learning methods (focus on project work).
- Grading of participation encourages students to be part of the discussion.
- Possibilities for internships during studies.
- Good support of social and intellectual growth of students (many leisure time activities and clubs).
- Focus on Public Law.
- Possibility of publishing in the department's law journal (Ένθα).

Strengths for PhD PhD

- Good support of social and intellectual growth of students (many leisure time activities and clubs).
- Not only theoretical, also fieldwork.
- Possibility of publishing in the department's law journal (Ένθα) resulting in a reduction of student fees.

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.

Areas of improvement and recommendations for LLB LLB
- Practical training: If there is a possibility, the university could offer short internships, which support the theoretical courses (a program like the "Volontariat" at the UZH).
- We would encourage the institution to establish a system of peer-review for drafting exam papers to ensure fairness and consistency across assessments.
- We would recommend that the Department consider implementing rubrics for teachers as well as students, who could use them for self-assessment purposes before submitting a task for assessment

Areas of improvement and recommendations for LLM LLM
- We would encourage the institution to establish a system of peer-review for drafting exam papers to ensure fairness and consistency across assessments.

- We would recommend that the Department consider implementing rubrics for teachers as well as students, who could use them for self-assessment purposes before submitting a task for assessment
- We believe that it would be good practice to have guidelines about the number of supervisory meetings per semester.

Areas of improvement and recommendations for PhD *PhD*
- We would encourage the department to integrate PhD students in the department by offering them appropriate paid teaching and additional research opportunities.
- We believe that it would be good practice to have guidelines about the number of supervisory meetings per semester.

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

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

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

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

3.1. Teaching staff recruitment and development

Standards

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

Findings for LLB LLB

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.* → Yes (Dep., p. 49-50).
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.* → The faculty selection committee members must hold at least an equal or a higher rank as the one applying (Dep., p. 49-50).
- *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.* → There are specific requirements for being a lecturer/assistant professor/professor (Dep., p. 50).
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.* → The university has three different programs (Dep., p. 61-65).
- *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.* → Yes (Dep., p. 51-60).
- *Innovation in teaching methods and the use of new technologies is encouraged.* → Yes (Dep., p. 95).

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

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- *Conditions of employment that recognise the importance of teaching are followed.* → Yes (Dep., p. 49-50).
- *Recognised visiting teaching staff participates in teaching the study programme.* → The University has not been employing visiting professors since 2018-2019.

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.* → There is only one professor, two associate professors and five assistant professors. The rest of the staff are lecturers, special scientist and adj. professors (LLB, Table 4, p. 47-49). Since there are only around 300 students the number is adequate (LLB, p. 27).
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.* → There are 22 persons in the teaching staff. 12 work full-time and 10 work part-time, so it is equal (LLB, Table 4, p. 47-49).
- *Visiting staff number does not exceed the number of the permanent staff.* → No, it does not exceed it. At the moment, there are any visiting professors at the law faculty (LLB, Table 4, p. 47-49).

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).* → Partners: Yes, the university has collaborations with e.g., Harvard, Oxford, top Greek universities (LLB, Annex 5, p.338). On HEI: No information could be found.
- *Scholarly activity to strengthen the link between education and research is encouraged.* → They are linking teaching and research and carrying out activities aimed at raising young people's interest in careers in research and innovation (LLB, Annex 5, p. 338).
- *The teaching staff publications are within the discipline.* → Yes, e.g., George Chloupis (p. 265, criminal law) publishes staff in his discipline (also the other teaching staff) (LLB, Annex 3, p. 207-321; see also: LLB, p. 20-26).
- *Teaching staff studies and publications are closely related to the programme's courses.* → Yes (LLB, p. 11-19).
- *The allocation of teaching hours compared to the time for research activity is appropriate.* → Yes, it is (Dep., p. 96-97).

Findings for LLM LLM

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.* → Yes (Dep., p. 49-50).
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.* → Yes, the faculty selection committee members must hold at least an equal or a higher rank as the one applying (Dep., p. 49-50).
- *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.* → Yes, there are specific requirements for being a lecturer/assistant professor/professor (Dep., p. 50).
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.* → Yes, the university has three different programs (Dep., p. 61-65).
- *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.* Yes (Dep., p. 51-60).
- *Innovation in teaching methods and the use of new technologies is encouraged.* → Yes (Dep., p. 95).
- *Conditions of employment that recognise the importance of teaching are followed.* → Yes (Dep., p. 49-50).
- *Recognised visiting teaching staff participates in teaching the study programme.* → The University has not been employing visiting professors since 2018-2019.

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.* → Yes, 7 Teaching staff for 57 students is adequate (LLM, p. 13).
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.* → 6 of 7 of the teaching staff works full time (LLM, Table 4, 25-26).
- *Visiting staff number does not exceed the number of the permanent staff.* → Currently, there is no visiting staff (LLM, Table 4, 25-26).

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).* → Partners: Yes, the university has collaborations with e.g., Harvard, Oxford, top Greek universities (LLM, Annex 5, p. 110). HEI: No information could be found.
- *Scholarly activity to strengthen the link between education and research is encouraged.* → Yes, they are linking teaching and research and carrying out activities aimed at raising young people's interest in careers in research and innovation (LLM, Annex 5, p. 110).

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- *The teaching staff publications are within the discipline* → Yes, they are (LLM, p. 13; Annex 3, p. 51-91).
- *Teaching staff studies and publications are closely related to the programme's courses.* → Yes, they are (LLM, p. 13).
- *The allocation of teaching hours compared to the time for research activity is appropriate.* → Yes, it is (Dep., p. 96-97).

Findings for <mark>PhD</mark> *PhD*

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.* → Yes (Dep., p. 49-50).
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.* → Yes, the faculty selection committee members must hold at least an equal or a higher rank as the one applying (Dep., p. 49-50).
- *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.* → Yes, there are specific requirements for being a lecturer/assistant professor/professor (Dep., p. 50).
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.* → Yes, the university has three different programs (Dep., p. 61-65).
- *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.* Yes (Dep., p. 51-60).
- *Innovation in teaching methods and the use of new technologies is encouraged.* → Yes (Dep., p. 95).
- *Conditions of employment that recognise the importance of teaching are followed.* → Yes (Dep., p. 49-50).
- *Recognised visiting teaching staff participates in teaching the study programme.* → N/A

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.* → Estimated there are around 8-10 new entrants per year. The teaching staff consist of 8 persons (PhD, p. 18 and 27-28).
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.* → Everyone works full time (PhD, p. 29-30).
- *Visiting staff number does not exceed the number of the permanent staff.* → Currently, there aren't any visiting staff members.

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).* → Partners: Yes, the university has collaborations with e.g., Harvard, Oxford, top Greek universities (PhD, Annex 5, p. 108). HEI: No information could be found.
- *Scholarly activity to strengthen the link between education and research is encouraged.* → Yes, they are linking teaching and research and carrying out activities aimed at raising young people's interest in careers in research and innovation (PhD, Annex 5, p. 108).
- *The teaching staff publications are within the discipline.* → Yes, they are (PhD, p. 13-17).
- *Teaching staff studies and publications are closely related to the programme's courses.* →Yes, they are (PhD, p. 13-17).
- *The allocation of teaching hours compared to the time for research activity is appropriate.* → Yes, it is. (Dep., p. 96-97).

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

Strengths for LLB LLB
- fair recruitment and promotion process
- well qualified academic staff

Strengths for LLM LLM
- fair recruitment and promotion process
- well qualified academic staff

Strengths for PhD PhD
- fair recruitment and promotion process
- well qualified academic staff

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.

Areas of improvement and recommendations for LLB LLB
- We believe that the department should reconsider balance between research, teaching and administration especially regarding the junior academic staff in order to help them fulfil their research potential. This would also fit with the department's own mission.

Areas of improvement and recommendations for LLM LLM
- We believe that the department should reconsider balance between research, teaching and administration especially regarding the junior academic staff in order to help them fulfil their research potential. This would also fit with the department's own mission.

Areas of improvement and recommendations for PhD PhD

- We believe that the department should reconsider balance between research, teaching and administration especially regarding the junior academic staff in order to help them fulfil their research potential. This would also fit with the department's own mission.

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

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

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.*

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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
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.

Findings for LLB *LLB*

4.1 Student admission, processes and criteria

- *Pre-defined and published regulations regarding student admission are in place.*
  → Yes (LLB, p. 9 f.). In general, all applicants must have completed secondary (high) school education or twelve years of schooling to be considered for admission whereby evidence of extra-curricular involvement, a high-level commitment and potential for personal growth are being taken into account. Furthermore, a proof of English and Greek proficiency is required. Additional information regarding the admission process and the required documents can be found on the University's website as well as in the University's Charter.
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.* →The applications are examined and evaluated by the Office of Admissions, which makes the final decision (Dep., p. 72).

4.2 Student progression

- *Pre-defined and published regulations regarding student progression are in place.*
  → Yes, they are in place.

- *Processes and tools to collect, monitor and act on information on student progression, are in place.* →Yes (LLB, p. 346). Assigned advisors keep records of all the courses taken (incl. grades received) by their students. No student can register unless the form is signed by the advisor. Furthermore, the program committee monitors students' progress (LLB, p. 370).

4.3 Student recognition

- *Pre-defined and published regulations regarding student recognition are in place.* →Yes (LLB, p. 10 f., University's Charter p. 26).
- *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.*
→Partly (LLB, p. 10 f.; Dep., p. 93). Students who have started their higher education elsewhere may be awarded transfer credits, whereby the number cannot exceed 120 credits for those pursuing a bachelor's degree. Whether non-formal learning is recognized, remains unclear.
- *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.*
→According to the application, recognition of prior studies is in conformity with the European Standards (Bologna policy; Dep., p. 150). Graduates of the program will be awarded a Greek Law degree and may enroll to the legal trainee's registry of Greece, without undergoing proficiency exams. Furthermore, the degree has been officially recognized by the Law Office of the Republic of Cyprus and is fully equivalent with the degrees awarded by Law Schools of Greece Yes (LLB, p. 26).

4.4 Student certification

- *Pre-defined and published regulations regarding student certification are in place.*
→The Office of Registrar issues Academic Transcripts (Dep., p. 31).
- *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.* →Yes (LLB, sample diploma supplement, p. 357 f.).

Findings for LLM LLM

4.1 Student admission, processes and criteria

- *Pre-defined and published regulations regarding student admission are in place.*→Yes (LLM, p. 9 f.). The postgraduate minimum admission requirements are in general a recognized Bachelor's degree and a proof of English proficiency. For the program in particular a recognized Bachelor's degree in Law as well as proficiency in Greek language

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is expected. Additional information regarding the admission process and the required documents can be found on the University's website as well as in the University's Charter.

- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.* → The applications are examined and evaluated by the Office of Admissions, which makes the final decision (Dep., p. 72). Additionally, as per the application the school reserves the right to apply any other criteria that shall be considered as necessary (LLM, p. 11).

4.2 Student progression

- *Pre-defined and published regulations regarding student progression are in place.* → Yes, they are in place.
- *Processes and tools to collect, monitor and act on information on student progression, are in place.* →Yes (LLM, p. 120). Assigned advisors keep records of all the courses taken (incl. grades received) by their students. No student can register unless the form is signed by the advisor. Furthermore, the program committee monitors students' progress (LLM, p. 153).

4.3 Student recognition

- *Pre-defined and published regulations regarding student recognition are in place.* →Yes (LLM, p. 11; University's Charter p. 27 f.).
- *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.* →Partly (LLM, p. 11 f.). Students may be awarded transfer credits for post-graduate courses, which have an equivalency at the University. Nevertheless, the maximum number of transfer credits cannot exceed 30/40 ECTS. Whether non-formal learning is recognized, remains unclear.
- *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.* →According to the application, recognition of prior studies is in conformity with the European Standards (Bologna policy; Dep., p. 150).

4.4 Student certification

- *Pre-defined and published regulations regarding student certification are in place.* → The Office of Registrar issues Academic Transcripts (Dep., p. 31).
- *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.* →Yes (LLM, sample diploma supplement, p. 133 f.).

Findings for PhD PhD

4.1 Student admission, processes and criteria

Pre-defined and published regulations regarding student admission are in place.→Yes (PhD, p. 10 f.). In General applicants are required to have a Bachelor Degree in Law as well as a Master's Degree in Law Science or a subject area related to the approved curriculum, latter with a weighted average score of at least "B" (PhD, p. 11). Furthermore, an excellent command of the Greek as well as a second language is necessary. Additional information regarding the admission process and the required documents can be found on the University's website as well as in the University's Charter (University Charter, p. 40 f.).

- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.* → The School Council admits a candidate based upon a personal interview, degree grade, transcript in courses, thesis subject, prior professional and research experience, research work and personality (PhD, p. 11).

4.2 Student progression

- *Pre-defined and published regulations regarding student progression are in place.* →Yes (PhD, p. 141; University's Charter, https://euc.ac.cy/wp-content/uploads/constantinos/2019/08/Charter_18.10.2018.pdf, p. 47 f.).
- *Processes and tools to collect, monitor and act on information on student progression, are in place.* →Yes (PhD, p. 141; University's Charter, p. 47 f.). A "Supervisory Team" is in place, that periodically assesses the PhD-candidate's progress. The candidates themselves are expected to submit written reports on their progress (PhD, p. 141, 151; University's Charter, p. 48).

4.3 Student recognition

- *Pre-defined and published regulations regarding student recognition are in place.* →Yes (PhD, p. 10 f., University's Charter p. 27 f.).
- *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.* →Yes (PhD, p. 10 f.). In exceptional cases candidates with a lower average score may be accepted taking into account their performance in courses related to PhD research and previous professional/research experience. The same applies to non-holders of a Law degree with adequate familiarization with Law Science. Furthermore, a maximum of 30/40 transfer credits may be awarded for post-graduate courses with equivalency at EUC.
- *Appropriate recognition procedures are in place that rely on:*
  - o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention.* This would appear to be the case.
  - o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.* →According to the application, recognition of prior studies is in conformity with the European Standards (Bologna policy; Dep., p. 150).

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4.4 Student certification

- *Pre-defined and published regulations regarding student certification are in place.*
  → The Office of Registrar issues Academic Transcripts (Dep., p. 31).
- *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.* →Yes (PhD, sample diploma supplement, p. 130 f.).

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

Strengths for LLB LLB
- Clear admission process: information is publicly available
- Assigned advisors keep record of the courses taken by the students
- The degree has been officially recognized by Cyprus and Greek authorities

Strengths for LLM LLM
- Clear admission process: information is publicly available
- Assigned advisors keep record of the courses taken by the students

Strengths for PhD PhD
- Clear regulations concerning doctoral studies are in place and publicly accessible
- PhD students are supported by a Supervisory Team

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.

Areas of improvement and recommendations for LLB LLB
- It would be useful to have more information on declined applicants.

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Areas of improvement and recommendations for <mark>LLM</mark> *LLM*
- It would be useful to have more information on declined applicants.

Areas of improvement and recommendations for <mark>PhD</mark> *PhD*
- It would be useful to have more information on declined applicants.
- We would recommend that the assessment of the candidate's 'personality' in the admissions criteria be replaced with more specific characteristics or deleted.

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

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

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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.*

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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 for LLB LLB
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.* → Yes (LLB, B. 14. in connection with Annex 4). A large library as well as numerous databases, a wireless network on campus, Microsoft Office etc. are accessible to students.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Generally yes (LLB, B. 14. / Annex 4). Students are provided with an online environment.
- *All resources are fit for purpose.* → Yes (LLB, B. 14. / Annex 4).
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.* → An online environment offers the possibility of quick communication of information. During the presentation we were presented with information about podcasts.

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.* → Yes (LLB, B.14 / Annex 4). The campus offers many different teaching facilities (library, auditorium, research centers) and a solid IT infrastructure (wireless, MS office).
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Rather yes (LLB, B. 14 / Annex 4). Internet access, databases and software are available to students. The university ensures this through its research policy (LLB, Annex 5).
- *All resources are fit for purpose and students are informed about the services available to them.* → Rather yes. Information on services can be found on the university's website. For new students there is an Orientation Program which includes a briefing concerning the facility resources (LLB, Annex 8).

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.* → Yes (LLB, Annex 8). The student welfare mechanism "advising" provides support on academic and personal issues. No specific mentioning of academic tutors.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Students reported the programme's excellent ability to adapt to the Covid pandemic.

- *All resources are fit for purpose and students are informed about the services available to them.* → Yes. For new students there is an Orientation Program which includes a briefing concerning the facility resources (LLB, B. 12. /Annex 8). All students are assigned an advisor at the beginning of their studies, who informs about the services and advises throughout the year.

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.* → Yes (LLB, B. 12./ Annex 8). There are many services such as advising, pick-up-services, housing services, a health care center, banking services and services for students with special needs and a career center. No information about employed students.
- *Students are informed about the services available to them.* → Information can be found on the website. For new students there is an Orientation Program which includes a briefing concerning the facility resources (LLB, B. 12./ Annex 8)
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.* → Generally, yes (LLB B. 12. / Annex 8).
- *Students' mobility within and across higher education systems is encouraged and supported.* → Yes (LLB, Annex 6). The Erasmus+ program is open to all students.

Findings for LLM LLM

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.* → Yes (LLM, B. 14. / Annex 4.1). A large library as well as numerous databases, a wireless network on campus, Microsoft Office etc. are accessible to students.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Generally, yes (LLM, B. 14. / Annex 4). Students are provided with an online environment.
- *All resources are fit for purpose.* → Yes (LLM, B. 14. / Annex 4).
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.* → Generally, yes (LLM, B. 14 / Annex 4). An online environment offers the possibility of quick communication of information. During the presentation we were presented with information about podcasts.

5.2 Physical resources

Standards

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.* → Yes (LLM, B.14 / Annex 4). The campus offers many different teaching facilities (library, auditorium, research centers) and a solid IT infrastructure (wireless, MS office).
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Rather yes (LLM, B. 14 / Annex 4). Internet access, databases and software are available to students. The university ensures this through its research policy (LLM, Annex 5).
- *All resources are fit for purpose and students are informed about the services available to them.* → Rather yes. Information on services can be found on the university's website.

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.* → Yes (LLM, Annex 8). The student welfare mechanism "advising" provides support on academic and personal issues. No specific mentioning of academic tutors.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Since every student is assigned to an advisor, this seems to be ensured. Students reported the programme's excellent ability to adapt to the Covid pandemic.
- *All resources are fit for purpose and students are informed about the services available to them.* → For new students there is an Orientation Program which includes a briefing concerning the facility resources (LLM, Annex 8). All students are assigned an advisor at the beginning of their studies, who informs about the services and advises throughout the year.

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.* → Occasionally yes (LLM / Annex 4, 7, 8). There is support for every student through the advising, but there is also special introductions and services for international students (such as health care) as well as students with special needs (Annex 7). Unfortunately, no mentioning of options for part-time or working students.
- *Students are informed about the services available to them.* → Information can be found on the website. For new students there is an Orientation Program which includes a briefing concerning the facility resources.
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.* → Generally, yes (LLM / Annex 8). The advising system seems very flexible, individual and adaptable.
- *Students' mobility within and across higher education systems is encouraged and supported.* → Yes (LLM, Annex 6). The Erasmus+ program is open to all students and full-time staff.

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.* → Yes (PhD, B. 14. / Annex 4.1). A large library as well as numerous databases, a wireless network on campus, Microsoft Office etc. are accessible to students.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Generally, yes (PhD, B. 14. / Annex 4). Students are provided with an online environment, which is quite adaptable.
- *All resources are fit for purpose.* → Yes (PhD, B. 14 / Annex 4).
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.* → Not clear, however, an online environment offers the possibility of quick communication of information. During the presentation we were presented with information about podcasts.

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.* → Yes (PhD, B.14 / Annex 4). The campus offers many different teaching facilities (library, auditorium, research centers) and a solid IT infrastructure (wireless, MS office).
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Generally, yes (PhD, B. 14. / Annex 4). Students are provided with an online environment.
- *All resources are fit for purpose and students are informed about the services available to them.* → Rather yes. Information on services and infrastructure can be found on the university's website.

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.* → Yes (PhD, Annex 8). The student welfare mechanism "advising" provides support on academic and personal issues. No specific mentioning of academic tutors.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Since every student is assigned to an advisor, this seems to be ensured. Students reported the programme's excellent ability to adapt to the Covid pandemic.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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- *All resources are fit for purpose and students are informed about the services available to them.* → Generally, yes (PhD, Annex 8) All students are assigned an advisor at the beginning of their studies, who informs about the services and advises throughout the year.

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.* → Occasionally yes (PhD/ Annex 4, 7, 8). There is support for every student through the advising, but there is also special introductions and services for international students (such as health care) as well as students with special needs (Annex 7). The Department informed us during the presentation that part-time study is an option.
- *Students are informed about the services available to them.* → Student services can be found online.
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.* → Generally, yes (PhD / Annex 8). The advising system seems very flexible, individual and adaptable.
- *Students' mobility within and across higher education systems is encouraged and supported.* → Yes (PhD, Annex 6). The Erasmus+ program is open to all students and full-time staff.

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

Strengths for LLB LLB

- Teaching and Learning resources are up to date
- Student advising system and cost free psychological and counselling services

Strengths for LLM LLM

- Teaching and Learning resources are up to date
- Student advising system and cost-free psychological and counselling services
- The University has an active policy of international engagement

Strengths for PhD PhD

- Teaching and Learning resources are up to date
- Student advising system and cost-free psychological and counselling services
- Possibility of part-time study & publication in the Department's journal, with an associated reduction in fees.

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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.

Areas of improvement and recommendations for LLB *LLB*
- The Department & the University are doing excellent work across all four dimensions

Areas of improvement and recommendations for LLM *LLM*

- The Department & the University are doing excellent work across all four dimensions

Areas of improvement and recommendations for PhD *PhD*

- The Department & the University are doing excellent work across all four dimensions

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

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

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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:*
    - o *the stages of completion*
    - o *the minimum and maximum time of completing the programme*
    - o *the examinations*
    - o *the procedures for supporting and accepting the student's proposal*
    - o *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:*
    - o *the chapters that are contained*
    - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - o *the minimum word limit*
    - o *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
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.

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.*
  Yes, students have to hold a LLB/LLM in Law/Legal Science by a University of Cyprus or an equal recognized foreign University. Additionally, they need a remarkable background and good/very good grades in their Master's Degree as well as an excellent command of the Greek language (PhD, p. 10 f.; Student admission requirements).
  The candidates have to undergo a personal interview to show that they are able and suitable for the doctoral program. (PhD, p.11; Candidates' assessment)
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion* → Yes, see table with 6 Semesters (PhD, p. 138)
  - *the minimum and maximum time of completing the programme*

→ Yes, 3 – 6 years with the possibility of an extension of maximum one additional year (PhD, p. 137).

- o *the examinations* → Yes, students first have to pass the comprehensive qualifying examination (1. Epistemology of law/ 2. Research and analysis in specific topics/ 3. Methodology of legal research) and then they can start with their thesis/ dissertation proposal (PhD, p. 139 f.; 6. Comprehensive Qualifying Examination/ 7. Thesis/Dissertation Proposal).

- o *the procedures for supporting and accepting the student's proposal*
  → Yes, the PhD-candidate can submit a dissertation proposal with approval of the supervisor. Then the supervision committee accepts or denies this (PhD, p. 140; 7. Thesis/Dissertation Proposal). Students are required to submit progress reports on their studies every six months.

- o *the criteria for obtaining the Ph.D. degree*
  → Yes, the Dissertation must be an original, independent scientific work of international standard. It should not exceed 100'000 words and cannot be submitted by more than one candidate. (PhD, p. 141; 9. Thesis/Dissertation)

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - o *the chapters that are contained* → Yes, the Thesis/Dissertation proposal should consist of two chapters of the thesis, namely the theoretical framework of the study and the methodology that will be followed. (PhD, p. 140; 7. Thesis/Dissertation Proposal).
  - o *the minimum word limit* → Yes, but just for the first draft of the theoretical framework of their PhD thesis (8'000 words) and not for the whole dissertation. (Dep., p. 139/ 6. Comprehensive Qualifying Examination).
  - o *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*
    → Yes, The University's logo, the Department and the School, the title of the dissertation, the author and the month with the corresponding year (see Appendix III) should appear on the cover page. Only the author's name and date are on the spine of the binding. There should be a black cover page with gold letters. (PhD, p. 142/11 Submission of the Thesis/Dissertation; PhD, p. 150/Appendix III).
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
  → Yes, the program of study applies an effective policy for the prevention and detection of plagiarism (PhD, p. 171, 1.1.11; p. 172).

- *The process of submitting the dissertation to the university library is set.*
  → Yes, after the final version of the Thesis/Dissertation is accepted, the 'PhD Candidate' is requested to submit a copy of the Thesis/Dissertation to the European University's Library (and to all University libraries in Cyprus) (PhD, p. 144; 12. Appointment of a PhD Adjudication Committee).

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.*
  →Yes, the School appoints the "Supervisory Committee" consisting of the Supervisor(s) and up to two Co-Supervisor(s), whereby at least one member should have an area of specialization that has direct relevance to the student's proposed research program as well as previous supervisory experience (PhD, p. 140; 8. Supervisory Committee).
- *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.*
  → Yes, the whole process is determined (PhD, p. 142-144/12. Appointment/Public Defense).
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - o *regular meetings* → Yes (PhD, p.141; 10. Reporting)
  - o *reports per semester and feedback from supervisors* → Yes, twice per academic year (PhD, p. 141; 10. Reporting)
  - o *support for writing research papers* → Yes, the supervisory committee cooperates with the students (PhD, p. 141; 10. Reporting)
  - o *participation in conferences* →Yes, these conferences need to be compatible with the EUC policy for the academic staff's participation in conferences (PhD, p. 138; 5. Program of Organized coursework).
- *The number of doctoral students that each chairperson supervises at the same time are determined.* → Yes (PhD, p. 188).

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- The application study program is accurate and contains all important information for the students.
- Possibility of part-time study
- Good guarantees of the impartiality of the examination committee

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.

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- We would recommend that the assessment of the candidate's 'personality' in the admissions criteria be replaced with more specific characteristics or deleted.
- It's not clear what the consequences are in case of plagiarism→ It would be useful to include them on the study program.
- During our discussions, the Department indicated that their doctoral programme would benefit from a change in the name from "Διδακτορικό στο Δίκαιο" to "Διδακτορικό στην Νομική Επιστήμη", in order to reflect better the range and nature of the candidates' projects. The Committee supports this proposal, and believes that, in principle, the University should have latitude in setting the name of its programmes.

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

Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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D.   Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Committee believes that all three programmes are clearly compliant with the applicable standards of assessment, both in letter and in spirit, and gladly recommends their accreditation. The documentation in the respective application packs was very thorough and informative, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant, open, and constructive.

High quality teaching, good class size, enthusiastic and committed teachers who teach in their area of expertise, motivated students and regular events 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, especially during the time of the Covid pandemic. The Department is also to be commended on its culture of continuous development of its LLM and PhD programmes. We were particularly impressed with the work of the Co-ordinators of all programmes.

We would like to encourage the Department to consider offering its LLM degrees under review on a part-time basis, as this would help broaden access to the programmes.

We would like to congratulate the Department on the planning and delivery of the programmes under review and its general academic culture.

E.   Signatures of the EEC

Name	Signature
Brigitte Tag	
Ramses A. Wessel	
Emmanuel Voyiakis	
Sofoklis Karasamanis	
George Kyriacou	

Date: 15/5/2021