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Date: 12-15/5/21

External Evaluation Report

(E-learning programme of study)

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

  In Greek:

  ΝΟΜΙΚΗ Διεθνές Εμπορικό Δίκαιο/Δημόσιο Δίκαιο

  (18 Μήνες/90 ECTS, LLM) Εξ' Αποστάσεως

  In English:

   Law – International Commercial Law/Public Law (18 months/90 ECTS, LLM) Distance Learning

- **Language(s) of instruction: Greek, English**
- **Programme's status: New**

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) examined the LLM International Commercial Law/ Public Law (18 months, 90 ECTS, LLM) Distance Learning which is planned to be 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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B. External Evaluation Committee (EEC)

Name	Position	University
Brigitte Tag	Professor	University of Zurich
Teresa Guasch	Professor	Open University of Catalonia
Ramses A. Wessel	Professor	University of Groningen
Emmanuel Voyiakis	Professor	London School of Economics
Sofoklis Karasamanis	PhD student in Law	University of Cyprus

C. Guidelines on content and structure of the report

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

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

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You may also consider the following questions:

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

Findings
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.

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 it can be seen that 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 on the basis of a Quality Management Handbook (LLM DL, p. 11).
- *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*→Yes (LLM DL, p. 11 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*→Yes (LLM DL, p. 12; 184 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 (LLM DL, p. 137, 184, p. 209 [point 5.1]). For the improvement of Distance Education in particular a Team of school representatives for Pedagogical Planning has been established, which is involved in all internal quality assurance related procedures. The team supports schools inter alia in monitoring and evaluating the existing programs (LLM DL, p. 138).
- *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* →It is not clear that there is a "person of trust" (or equivalent).
- *supports the involvement of external stakeholders* →Yes (LLM DL, p. 185 f.). Professionals and industrialists are represented on the Advisory Board, which evaluates independently the programs. Amongst other they also contribute in proposition of courses that link the programs with the needs of the local and global industries (LLM DL, p. 186).

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*→Yes (For summary see, LLM DL, 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*→Yes (LLM DL, p. 184 f.). As already mentioned above students and other stakeholders participate through the PER process in reviewing and improving the programs.
    - *benefits from external expertise*→ Yes (LLM DL, p. 186 f.). An Expert Review Panel (ERP) consisting of two external faculty members as experts on the program thematic

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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)* → Yes (LLM DL, 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 DL, p. 13). Furthermore, the program addresses to law graduates, who are interested in developing their critical thinking in Law (LLM DL, 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*→ Yes.

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

o *defines the expected student workload in ECTS*→Yes (LLM DL, p. 20 f.). The achievable ECTS of the specific courses are among other information listed in table 2.

o *includes well-structured placement opportunities where appropriate*→Yes (LLM, p. 155 f.). 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 DL, p. 155 f.).

o *is subject to a formal institutional approval process*→ The Team of Pedagogical Planning is inter alia in charge to plan new distance learning programs of study (LLM DL, p. 136).

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*→Yes (LLM DL, p. 8.). The program follows current legal developments and trends on national as well as international level. Additionally, the materials and infrastructure are constantly updated on the basis of current developments (LLM DL, p. 209).

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*→Yes (LLM DL, p. 12; 184). 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 DL, p. 187). 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*→Yes (see questions above).

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1.3 Public information

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

→Not applicable as the program is expected to operate in the winter semester of the academic year 2021 (LLM DL, p. 1).

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*

→Not applicable as the program is expected to operate in the winter semester of the academic year 2021 (LLM DL, p. 1).

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

→Not applicable as the program is expected to operate in the winter semester of the academic year 2021 (LLM DL, p. 1).

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

- A Team of school representatives for Pedagogical Planning is in place
- Professionals, external experts and students are involved in the evaluation of the programs
- The program includes well-structured placement opportunities

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.

- We would recommend that the university's quality assurance policy against intolerance of any kind or discrimination against the students or staff could be further strengthened by the implementation of an independent complaint body.
- It could be better clarified 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.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Not applicable
1.4	Information management	Not applicable

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

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**
> **2.4 Study guides structure, content and interactive activities**

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
    - *among students*
    - *between students and teaching staff*
    - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
  - *Clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

> *You may also consider the following questions:*
>
> - *Is the nature of the programme compatible with e-learning delivery?*
> - *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
> - *How many students upload their work and discuss it in the platform during the semester?*
> - *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)?*

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.* → Yes, it is. There is an e-learning program for the LL.M. The students already finished their LL.B. studies, so they should be able to do their master studies independently with guidance.
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.* → Yes, there is a virtual campus via Blackboard Learn Platform enabling interactivity and guidance (LLM DL, Annex 5, p. 137). There are also student advisors and coordinators to help the students (LLM DL, Annex 5, p. 137-138). In the study guide, there is a description of every course, e.g., there are up to 6 teleconferences for each subject (Study Guide, p. 90 for energy law).

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*

  → Yes, there is a virtual campus via Blackboard Learn Platform enabling interactivity and guidance (LLM DL, Annex 5, p. 137). There are up to 6 teleconferences for each subject (Study Guide, p. 90 for energy law).

- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.* → Yes, guidance is one of the core elements of the program. It includes tutoring and coaching the students on different levels. There is an instructor, who is responsible for each student (LLM DL, Annex 5, p. 137).

- *The process of teaching and learning supports students' individual and social development.* Yes, the virtual campus enables interactivity between the students and between students and teaching staff (LLM DL, Annex 5, p. 137).

- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.* → There are different course formats (methodology courses, theory courses, thesis in English and Greek) (LLM DL, Annex 1, p. 26).

- *Students are encouraged to take an active role in creating the e-learning process.* → Yes, 50% of the grade is made up through individual and group assignments. Some learning resources are even created by the students (LLM DL, Annex 5, p. 138).

- *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.* → The whole distance learning program is based on autonomy.

- *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 there is an online platform for the program (LLM DL, Annex 5, p. 137). There are up to 6 teleconferences for each subject (Study Guide, p. 90 for energy law).

- *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.* → No information, but since there is a distance learning program, it is expected that it favours flexibility.

- *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 DL, Annex 13, p. 183-187). 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 DL, Annex 13, p. 187).

2.2. Practical training

Standards

- *Practical and theoretical studies are interconnected.* → Yes, 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 DL, Annex 7, p. 144-146; LLM DL, Annex 9 p. 157-158)

- *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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.* → Yes (LLM DL, Annex 5, p. 137-138).
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.* → N/A
- *Assessment is appropriate, transparent, objective and supports the development of the learner.* → It is transparent since students know the criteria for marking beforehand (LLM DL, Annex 2, p. 29 and Annex 5, p. 138 - same for all courses).
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.* → Yes, e.g., master thesis guide (LLM DL, Annex 12, p. 169-174). 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 DL, Annex 2, p. 29 - same for all courses).
- *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 e-learning process.* → Yes (Dep., p. 95).
- *Assessment, where possible, is carried out by more than one examiner.* → For the master thesis, there are two members of the committee and one supervisor (LLM DL, Annex 12, p. 182).
- *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).

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner* → Yes (LLM DL, Annex 2, p. 27 - example, there is one for all courses).
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g., printed material, electronic material, teleconferencing, multimedia)* → Yes (LLM DL, Annex 2, p. 29 and Annex 5, p. 137-138).

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- ○ *Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)* → We would expect this to be in place once the programme is approved.
- ○ *Clear instructions for creating posts, discussion, and feedback* → Yes (LLM DL, Annex 2, p. 29 and Annex 5, p. 137-138).
- ○ *Self-assessment exercises and self-correction guide* → There are self-assessment exercises, but there is no information about a self-correction guide (LLM DL, Annex 2, p. 29 and Annex 5, p. 138).
- ○ *Bibliographic references and suggestions for further study* → Yes (LLM DL, Annex 2, p. 27 - example, there is one for all courses).
- ○ *Number of assignments/papers and their topics, along with instructions and additional study material* → We would expect this to be in place once the programme is approved.
- ○ *Synopsis* → We would expect this to be in place once the programme is approved.

- ○ ***Study guides, material and activities are appropriate for the level of the programme according to the EQF.*** → We would expect this to be in place once the programme is approved.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- Well-developed distance learning model
- Composition of the final grades
- Good guidance for the students
- Possibility of publishing in the department's law journal (Ένθα).

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.

- 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 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.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	Compliant

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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.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *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:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *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.

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 (Dep., p. 61-65).
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.* → Yes, the university has put a lot of work into the development of the distance learning model and keeps developing the pedagogical aspects (LLM DL, Annex 5, p. 137).
- *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*. → The proposed number of students is 60 (LLM DL, p. 13). The teaching staff consist of 10 persons (LLM DL, p. 22-23).
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study*. → Yes, it is. Only 3 work part-time, the others all work full-time (LLM DL, p. 24-25).
- *Visiting staff number does not exceed the number of the permanent staff*. → Currently, there aren't any visiting staff members as the programme has not yet started.

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 DL, Annex 6, p. 140 140).
- *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 DL, Annex 6, p. 140).
- *The teaching staff publications are within the discipline*. → Yes, they are (LLM DL, p. 12-13).
- *Teaching staff studies and publications are closely related to the programme's courses*. → Yes, they are (LLM DL, p. 12-13).
- *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.
- Full time engagement of the teaching staff
- Well-developed distance learning model
- 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.

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

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

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

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.

4.1 Student admission, processes and criteria

- *Pre-defined and published regulations regarding student admission are in place.* →Yes (LLM DL, p. 10 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 or in a subject that is relevant to the specialization of the program is being expected.
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.* → Not applicable as the program is expected to operate in the winter semester of the academic year 2021 (LLM DL, p. 1).

4.2 Student progression

- *Pre-defined and published regulations regarding student progression are in place.* → Yes (LLM DL, p. 137).
- *Processes and tools to collect, monitor and act on information on student progression, are in place.* →Yes (LLM DL, p. 137 f.). Students receive personal attention through tutoring on planning, evaluation process and decision making by the course instructor, course coordinator and student advisors.

4.3 Student recognition

- *Pre-defined and published regulations regarding student recognition are in place.* →Yes (LLM DL, p. 10).
- *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 (LLM DL, p. 10). Students may be awarded transfer credits for post-graduate courses, which have an equivalency at the University. 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.* This would appear to be the case.
  - *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.* → Regulations are in place but they will be published once the programme is approved.
- *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 DL, sample diploma supplement, p. 163 f.).

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

- Students are provided with guidance on the planning of their study, problem resolution, evaluation process and decision-making issue.
- Clear admission process

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.

- It would be useful to have information on declined applicants in the future.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Not applicable
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
    - *Simulations in virtual environments*
    - *Problem solving scenarios*
    - *Interactive learning and formative assessment games*
    - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
    - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
    - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *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 e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

> - *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
> - *How is student mobility being supported?*

Findings

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.

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.* →Not specifically mentioned (LLM DL, Annex 5). The pedagogical model of the EUC includes collaboration with other students and the instructor, but does not set standards on the frequency, since the program also includes written assignments and independent learning. According to the study guide (Study Guides, Annex 15) there is a certain number of teleconferences in each course.
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
- *Simulations in virtual environments* → In each course there is a certain amount of teleconferences / group consultation sessions where they have graded or non-graded interactive activities (Study Guides, Annex 15: course information of each course).
- *Problem solving scenarios* → The courses include interactive exercises and self-assessment questions, which show the typical questions of this branch of law (Study Guides, Annex 15).
- *Interactive learning and formative assessment games* → No specific mentioning of games, but there are interactive activities and group assignments, which encourage cooperation between students (Study Guides, Annex 15).
- *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses* → It seems like there are around 6 teleconferences per course to enable discussions and consulting (Study Guides, Annex 15).
- *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions* → This is included in the pedagogical model.
- *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge* → The aims of most courses are for the students to apply methods of interpreting legal problems, research, commenting on legal issues, applying their gained knowledge in legal practice and discussing relevant topics. Therefore, the courses do follow a practical approach (Study Guides, Annex 15).
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.* → Yes (LLM DL, Annex 5). There is a Team of Pedagogical Planning of Distance Education Programs of Study, which monitors and evaluates the programs of study and addresses proper educational material.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Yes (LLM DL, Annex 5).

- *All resources are fit for purpose.* → Yes, the applied model is up to date.
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.* → Yes (LLM DL, Annex 5). The Team of Planning considers all these aspects, 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.* → Yes (LLM DL, 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 DL, Annex 4). Internet access, databases and software are available to students. The university ensures this through its research policy (LLM DL, Annex 6).
- *All resources are fit for purpose and students are informed about the services available to them.* → Information on physical resources can be found on the 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 DL, Annex 5). The guidance for distance learning includes tutoring and coaching concerning the students' planning of their study, problem resolution, the evaluation process and decision-making issue.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).* → Yes, since it's stated, that every student receives personalized attention according to his/her needs (LLM DL, Annex 5).
- *All resources are fit for purpose and students are informed about the services available to them.* → Yes (LLM DL, Annex 5). The Instructor, as the person in charge for the learning process of each course, provides the students with all necessary information.

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.* → Partially (LLM DL, Annex 5 and 9). No information found on solutions for students who work part-time. For international students the Erasmus program provides them with specific information.
- *Students are informed about the* services *available to them.* → Information on 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.* → (LLM DL, Annex 5). Generally, yes. The advising system seems very flexible, individual and adaptable.
- *Students' mobility within and across higher education systems is encouraged and supported.* → The Erasmus+ Program offers every student the possibility to participate. (LLM DL, Annex 7).

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- Specialized Team of Pedagogical Planning of Distance Education programs of study
- The model includes an Instructor, Course Coordinator and Program Coordinator for each course/program, which looks likely to ensure the flow of information and successful operation of each course/program
- The study guides are very detailed and look likely to enable students to work efficiently in distance learning. The objectives, structure and sequence of the individual courses are described in detail and provide students with an overview.

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.

- We would recommend to keep the programme under close annual review in the first few years of its operation, in order to enhance co-ordination and consistency across courses.

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

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

D. Conclusions and final remarks

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

The Committee believes that the proposed programme is clearly compliant with the applicable standards of assessment and gladly recommends its verification. The documentation in the application pack 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.

Enthusiastic and committed teachers who teach in their area of expertise created a properly designed distant learning environment and regular events. Research and teaching appear to strengthen each other and could create fruitful collaborations with wider society. 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 look likely to enhance students' learning experience. We were particularly impressed with the work of the distance learning LLM Co-ordinator (Dr Thalia Prastitou-Merdi).

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

We appreciate the Department's great commitment to excellence and we would like to wish a lot of success with the new programme of study.

E. Signatures of the EEC

Name	Signature
Brigitte Tag	
Teresa Guasch Pascual	
Ramses A. Wessel	
Emmanuel Voyiakis	
Sofoklis Karasamanis	

Date: 15/5/2021