Doc. 300.3.1/1

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Date: 04/02/2021

- **Higher Education Institution:**
University of Central Lancashire Cyprus (UCLan)

- **Town: Larnaca**

- **School/Faculty: Lancashire Law School**

- **Department: School of Law**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – LLB
In Greek:
Πτυχίο Νομικής
In English:
LLB Law (4 years, 240 ECTS, Bachelor's Degree with Honours)
Language(s) of instruction: English

Programme 2 – LLM
In Greek:
Μεταπτυχιακό στη Νομική
In English:
LLM in Law (1 year, 90 ECTS, Master's Degree)
Language(s) of instruction: English

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A.   Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) examines the School of Law at the University of Central Lancashire Cyprus (UCLan). Due to the Covid-19 pandemic, an on-site visit was not possible. The external evaluation and the site visit took place online between 01/02/2021 and 04/02/2021. The academic members of the EEC studied the Application for Departmental Evaluation and all the submitted documents. Subsequently, they had the opportunity to ask questions and to attend presentations at the virtual site visit.

Further information regarding the virtual site visit was communicated on the 1st of February 2021. The EEC received also the comprehensive PowerPoint presentations and teaching materials on the same day.

The EEC appreciated the clear input of the members of the Faculty and the professional presentation of their activities as well as their honesty and openness in responding to our questions. The collegiality was evident in an environment where the leadership qualities of the Executive team are appreciated.

The EEC had the opportunity to meet a number of undergraduate and graduate students who communicated their positive experiences to the EEC members with clarity and enthusiasm.

ΔΙΠΑΕ
CYQAA

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

eqar// enqa.

B.   External Evaluation Committee (EEC)

Name	Position	University
Brigitte Tag	Professor	University of Zurich
Olympia Bekou	Professor	University of Nottingham
Dora Kostakopoulou	Professor	KU Leuven
George Kyriacou	Lawyer	University
Kyriaki Charalambous	PhD student	University of Cyprus
Name	Position	University

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*

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

eqar//// enqa.

- 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.*

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

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.

Findings for LLB

1.1 Policy for quality assurance

The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. The quality assurance procedures have been mapped against the expectations of the UK Quality Code for Higher Education and conform with Cyprus DIPAE legislation 136(I)/2015 and 47(I)2016 and respective regulations in order to ensure compliance with the external framework. Furthermore, the quality assurance procedures reflect relevant strategies and policies of the University. There is an internal Evaluation Committee which is complemented by a body of external examiners thereby ensuring the maintenance of high academic standards and oversight over the process of curriculum design and development. This quality assurance system covers all aspects of the Department's activities such as teaching and learning, research, public engagement and management and support services. Policies exist guarding against unlawful discrimination and harassment of members of staff and students.

In each academic year the quality of the learning process is monitored throughout the Continuous Course Enhancement Process or annual monitoring. The Head of Department exercises general oversight while course leaders produce reports at the end of every academic year which feed into an action plan for the following academic year and to institutional reports to the University.

The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. Students receive feedback and there is an established process of communicating their complaints and grievances about marks. In addition, students participate in the evaluation of courses. Results from student assessments are collected, reported and discussed and taken into account in end of the year report of the module. External Examiners' reports also examine results from student assessments and may make suggestions/recommendations which are taken into account/implemented.

There is a policy guarding against plagiarism which is monitored by the School as well as processes for the identification of potential plagiarism cases.

The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. Information relating to the programmes of study are posted publicly and include the provisions regarding unit credits, the expected learning outcomes, the methodology, course descriptions, the programmes' structure, the admission requirements and the methods of assessment. Additionally, via the Blackboard online learning environment students are provided with a Programme Handbook and a Module Handbook for each module they study. However, the Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek.

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

eqar//// enqa.

1.2 Design, approval, on-going monitoring and review

The programme of study is designed to meet the needs of students, the institutional strategy and the requirements of professional bodies. It is accompanied by clearly defined learning outcomes and are regularly reviewed in Cyprus and by the parent institution. Students and external stake holders are involved in this process.

The LLB course is offered on both a full-time and a part-time basis (p. 208). The infrastructure is adequate for disabled students (p. 28) and international students are generally welcomed at UCLan Cyprus and they are provided with Visa support (p. 35).

The programme is designed in a way that encourages smooth student pro so that it enables smooth student progression which is then periodically reviewed and annually monitored. The methods of student assessment are suitable and correspond to the level of the programme and the number of ECTS (LLB, p. 67 ff.). Students workload is monitored and periodically reviewed through various means so that students can finally attain qualifications which are in line with the National Qualifications Framework for Higher Education. The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant (informal) policy in place. The collected data is analysed quantitatively and qualitatively include and the results are indicative for the School of Law (p. 24 in ANNEX 7).

The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. Although the admission criteria follow British and other European countries high education standards, the linguistic entry requirements should be adjusted as a score of 5,5 on IELTS or equivalent is perhaps too low for a programme which is primarily taught in English. In addition, the Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek.

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

Both the website and the departmental prospectus contain this information.

1.4 Information management

Information for the effective management of the programme of study is collected, monitored and analysed with respect to:

- 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

As noted above, this data is meaningfully taken into account into the review and development of the programme and incorporates students' feedback.

Findings for LLM

1.1 Policy for quality assurance

Our findings for quality assurance with respect to the LLM programme of study are the same as those noted with respect of the LLB programme above. Please be referred to the detail outlined in section 1.1 for the LLB. Very briefly, there is a former policy which is publicly available, the quality assurance system operates through the appropriate structures, regulations and processes, involves teaching, administrative staff and students, ensures academic integrity and freedom, and is vigilant against academic fraud.

1.2 Design, approval, on-going monitoring and review

The programme of study is designed to equip students with analytical skills so that they are able to evaluate critically legal principles, rules, regulations and systems and the skills they need to further their careers as legal professionals. It involves students and other stakeholders, including industry, chambers and professional bodies. It is adequately designed and structured.

There is communication of the admission criteria to students, but it should clearly specify if a degree in a particular discipline is a prerequisite for study given that there was a discrepancy in the documentation provided to the EEC on this issue.

Like the LLB, the LLM enables smooth student progression, gets periodically reviewed and annually monitored and the assessment process reflects the level of the programme and the number of ECTS. However, the Committee observed that the length of the written coursework is perhaps on the low side.

The Committee was impressed by the number of modules offered on the LLM and by the integration of legal research methods into the annual cycle of the dissertation module. When the Committee

interviewed graduate students about their experiences, they praised the expertise of the teaching staff and the quality of the feedback they receive.

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

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

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

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for LLB
- The double-awarded degree
- Comprehensive peer support for learning and teaching practice (p. 105 ff.).
- Well-established and detailed policy/process of preventing and dealing with plagiarism (p. 109 ff.).
- UCLan Cyprus has its own Moot Court Room (p. 44).
- Student mentoring is very strong.
- Clear and good course development process
- Internships and extra-curricular activities aimed at enhancing students' employability

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

eqar//// enqa.

Strengths for LLM

- Clear and good course development process
- Well designed programme of study
- Attractive list of modules on offer
- Provides expertise and is strongly linked to the financial and commercial world
- Good quality feedback and close mentoring

Strengths for [Title 3]
Click or tap here to enter text.

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

- Detailed information on the content of the modules should be made readily available on the Website. This should include the language of tuition of each module (i.e. Greek / English).

- The linguistic entry requirements should be adjusted as a score of 5,5 on IELTS or equivalent is perhaps too low for a programme which is primarily taught in English.

-The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study, but it would have to be rethought with predicted growth of the student cohort.

Areas of improvement and recommendations for LLM

- Detailed information on the content of the modules should be made readily available on the Website. This should include the language of tuition of each module (i.e. Greek / English).
- The admission criteria for the LLM should clearly specify if a degree in a particular discipline is a prerequisite for study given that there was a discrepancy in the documentation provided to the EEC on this issue.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	*LLM*	[Title 3]
1.1	Policy for quality assurance	Compliant	Compliant	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Choose answer
1.3	Public information	Partially compliant	Partially compliant	Choose answer
1.4	Information management	Compliant	Compliant	Choose answer

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

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

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

ΔΙΠΑΕ CYQAA

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

eqar enqa.

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

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

The process of teaching and learning supports students' individual and social development (Application LLB, Annex 2) via a number of specialist modules, a course on "Research and Writing skills", a number of extra-curricular activities, a mooting competition, the UCLAN Cyprus Law Blog and involvement in ICLAIM. As a result, students learn to critique their own work and identify strategies for improving their own skills and performance. The use of workshops encourages students to create friendships and engage in teamwork.

Students are encouraged to take an active role in creating the learning process (Application LLB, Annex 2). This can be exemplified by the module on *"Current Legal Issues in Cyprus"* which involves quizzes, debates, presentations, mooting, individual work, teamwork, and tutor led introductions to material.

Students receive good quality feedback and the appropriate procedures for dealing with student complaints. The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths (Application LLB, Chapter B12), for example the digital teaching methods are adapted to the needs of "the new generation of learners".

2.2 Practical training

Practical training is integrated in the modules and the multiple extra-curricular activities. This supports the attainment of the learning outcomes and enhances students' transferrable and professional skills. However, more attention should be given to those students who wish to sit the Cypriot Bar Exams and to prepare them accordingly.

2.3 Student assessment

Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures (Application LLB B9 refers to the "Assessment Handbook", which is available on the University's Website). It is appropriate, transparent, objective and supports the development of the learner. The criteria for and method of assessment, as well as criteria for marking, are published in advance, they attest students' attainment of the learning outcomes, and involve external examiners. There is a formal procedure for students' appeals and grievances and the regulations for assessment take into account mitigating circumstances.

Findings for LLM

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

Our findings for the LLM reflect our findings for the LLB (please see section 2.1 above).

2.2 Practical training

Practical and theoretical studies are interconnected (Application LLM, Annex 2) as exemplified inter alia by the Course on "Advanced Legal Systems" which uses lectures, workshops and practical assessments, as well as by the various events, training and extra-curricular activities provided by the Department.

2.3 Student assessment

Our findings in respect to student assessment are similar to those made for the LLB (please see section 2.3 above). The process is quite rigorous with the exception of the length of the written coursework which seems to be somewhat low. Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures, there is external oversight, there is provision for students' appeals and the regulations for assessment take into account mitigating circumstances.

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

Strengths for LLB

- A clear and consistent assessment process
- Good quality teaching
- Teaching and learning methods are up to date (online)
- Good support of the social and intellectual growth of students

Strengths for LLM

- A clear and consistent assessment process
- A number of specialist courses on offer
- Good quality teaching
- Teaching and learning methods are up to date (online)
- Good support of social and intellectual growth of students

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

More attention should be given to those students who wish to sit the Cypriot Bar Exams and to prepare them accordingly.

Areas of improvement and recommendations for LLM

The process is quite rigorous with the exception of the length of the written coursework which seems to be somewhat low.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		LLB	*LLM*	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Choose answer
2.2	Practical training	Compliant	Compliant	Choose answer
2.3	Student assessment	Compliant	Compliant	Choose answer

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

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

3.1.Teaching staff recruitment and development

Standards

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

3.2.Teaching staff number and status

Standards

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

3.3.Synergies of teaching and research

Standards

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

ΔΙΠΑΕ
CYQAA

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

eqar/// enqa.

- *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

3.1. Teaching staff recruitment and development

The teaching staff of the Department consists of highly qualified and internationally educated employees. Many of them received their academic degrees at foreign universities with high reputation. Some of them even won academic awards. They are supported by visiting Professors and special teaching staff who often disseminate the knowledge of practical experience and training to the students. The quality of teaching is guaranteed by a transparent recruitment and selection process and a transparent advancement planning. The teaching staff is regularly engaged in professional and teaching-skills training and development. In addition, there are international staff exchanges, research collaborations, regular conference attendance and participation and memberships of professional organizations.

There are several methods used to provide the teaching staff feedback of the students: First students are encouraged to provide feedback directly to the staff and there are standardized procedures to collect feedback. There are physical meetings of the students and the staff (Staff Student Liaison Committee meetings, SSLCs) and biannually questionnaires (Module Feedback Questionnaires, MFQs) to collect feedback. The MFQs provide feedback for each module at the end of each semester anonymously. The students are informed about the importance of feedback and get encouraged to share their experiences. In the last years numerous changes have been made as a consequence of the provided feedback. The measures taken as a result of the feedback are

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

eqar/// enqa.

communicated to the students. Innovation in teaching methods and the use of new technologies is encouraged.

3.2 Teaching staff number and status

The ratio between full-time academics and special teaching staff should be improved.

Number of teaching staff working full-time and having exclusive work: 8 in 2018-19 (TABLE 11), 9 in 2019-2020.

Number of special teaching staff working full-time and having exclusive work: 13 in 2018-19 (TABLE 13), 15 in 2019-2020.

Number of visiting Professors: 2 in 2018-19 (p. 170, TABLE 12), 2 in 2019-2020.

Number of special scientists on lease services: 2 in 2019-2020.

3.3 Synergies of teaching and research

Full-time teaching staff are research active and participate in a number of research initiatives and international collaborations. These result in the design of specialist modules such as the module on populism and in excellence in research-led teaching.

The publications of members of staff are closely aligned to the programmes modules and the disciplinary field. The Department should continue to encourage staff to publish in peer reviewed journals of international and national standing and to support them by providing research time that meets the target of 40% allocated time in the workload.

Findings for LLM

3.1 Teaching staff recruitment and development
The Committee's findings for the LLM reflect its findings on the LLB (please see section 3.1 above).

3.2 Teaching staff number and status
The Committee's findings for the LLM reflect its findings on the LLB (please see section 3.2 above).

3.3 Synergies of teaching and research

- The Committee's findings for the LLM reflect its findings on the LLB (please see section 3.3 above).

Findings for [Title 3]
Click or tap here to enter text.

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

eqar//// enqa.

Strengths

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

Strengths for LLB

- Highly qualified and internationally educated teaching staff
- The Recruitment and selection process seem to be fair and transparent.
- Opportunity of rotational experience for the academic staff across UCLan Campuses
- Opportunities for international collaborations
- Different feedback processes and review process that facilitate the development of staff and ensure the quality of teaching

Strengths for LLM

- Highly qualified and internationally educated teaching staff
- The Recruitment and selection process seem to be fair and transparent.
- Opportunity of rotational experience for the academic staff across UCLan Campuses
- Opportunities for international collaborations
- Different feedback processes and review process that facilitate the development of staff and ensure the quality of teaching

Strengths for [Title 3]
Click or tap here to enter text.

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

- The ratio of full-time teaching staff and special teaching staff needs improvement.
- No information was found regarding the ratio of subjects being taught by full-time and part-time teaching staff.
- Early career academics need to be nurtured and supported in order to develop their full potential.
-The Department must maintain its retention strategy for the highly qualified and talented teaching staff.
- The Department should continue to encourage staff to publish in peer reviewed journals of international and national standing and to support them by providing research time that meets the target of 40% allocated time in the workload.

Areas of improvement and recommendations for LLM

-The ratio of full-time teaching staff and special teaching staff needs improvement.
- No information was found regarding the ratio of subjects being taught by full-time and part-time teaching staff.
-Early career academics need to be nurtured and supported in order to develop their full potential.
-The Department must maintain its retention strategy for the highly qualified and talented teaching staff.
- The Department should continue to encourage staff to publish in peer reviewed journals of international and national standing and to support them by providing research time that meets the target of 40% allocated time in the workload.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	*LLM*	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Compliant	Choose answer
3.2	Teaching staff number and status	Compliant	Compliant	Choose answer
3.3	Synergies of teaching and research	Compliant	Compliant	Choose answer

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

eqar//// enqa.

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*

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

eqar//// enqa.

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

4.1 Student admission, processes and criteria

As noted above there are published regulations concerning the admission policy, the admission criteria and the process of selection of students. These admission criteria are comparable to those pertaining in other higher education institutions, with the exception of the IELTS score of 5,5 which is low considering that the degree is taught in English.

The Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek.

4.2 Student progression

Pre-defined and published regulations regarding student progression are in place and as we noted in the foregoing sections the process operates in a smooth way. Although natural attrition is to be expected, the number of students who fail to progress should be closely monitored in order to ensure that there is no correlation between the drop-out rate and the admission criteria.

4.3 Student recognition

The Committee had no concerns regarding regulations on student recognition and the acceptance of higher education qualifications, periods of study and prior learning. There is mobility between the parent institution and UCLAN Cyprus, as well as participation in international student mobility schemes like Erasmus+.

4.4 Student certification

Pre-defined and published regulations regarding student certification are in place (e.g. three types of arbitration certification).

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 (Application LLB, B4; B10; Annex 5, 2.4.6).

Findings for LLM

4.1 Student admission, processes and criteria

Pre-defined and published regulations regarding student admission are in place (LLM Application, B5; Annex 5; Academic regulations UCLan, Admissions Policy UCLan). There is communication of the admission criteria to students, but it should clearly specify if a degree in a particular discipline is a prerequisite for study given that there was a discrepancy in the documentation provided to the EEC on this issue.

4.2 Student progression

Given the structure of the LLM this is not applicable.

4.3 Student recognition

The Committee's findings for the LLM reflect its findings on the LLB (please see section 4.3 above).

4.4 Student certification

The Committee's findings for the LLM reflect its findings on the LLB (please see section 4.4 above) with the exception of the outward mobility of the LLM students, given the nature of the programme.

Strengths

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

Strengths for *LLB*

- Double-award degree
- Small student cohort
- Student admission criteria are clear
- Clear student certification
- Merits scholarships awarded

Strengths for *LLM*

- Student admission very transparent
- Clear student certification
- Partial scholarships for practitioners

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*

The admission criteria are comparable to those pertaining in other higher education institutions, with the exception of the IELTS score of 5,5 which is low considering that the degree is taught in English.

The Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek.

Areas of improvement and recommendations for *LLM*

There is communication of the admission criteria to students, but it should clearly specify if a degree in a particular discipline is a prerequisite for study given that there was a discrepancy in the documentation provided to the EEC on this issue.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	*LLM*	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Compliant	Choose answer
4.2	Student progression	Compliant	Compliant	Choose answer
4.3	Student recognition	Compliant	Compliant	Choose answer
4.4	Student certification	Compliant	Compliant	Choose answer

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.*

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

eqar//// enqa.

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?*

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

eqar//// enqa.

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

5.1 Teaching and Learning resources

The Committee appreciated the infrastructure and teaching and learning resources available to students. The provision of teaching and learning materials, aids and equipment is comparable to those in other higher education institutions. Care should be taken to include learning materials in modules which can be read and understood by all students on that module. In particular additional support might be needed for non-Greek speakers.

5.2 Physical resources

The physical resources are appropriate and the IT infrastructure is developed. Students appreciate the Moot Court room and auditorium 2. The library provision is adequate but the physical holdings could be further strengthened.

5.3 Human support resources

Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme. There are different student welfare mechanisms, a counselling service, advising by tutors and workshops courses on data protection and mediation.

5.4 Student support

The level of support afforded to students is good and covers the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs. Students also appreciated the use of WISER app.

Findings for LLM

5.1 Teaching and Learning resources

The Committee's findings for the LLM reflect its findings on the LLB (please see section 5.1 above).

Care should be taken that the latest editions of recommended books are included on reading lists and handouts.

5.2 Physical resources

The Committee's findings for the LLM reflect its findings on the LLB (please see section 5.2 above).

5.3 Human support resources

The Committee's findings for the LLM reflect its findings on the LLB (please see section 5.3 above).

5.4 Student support

The Committee's findings for the LLM reflect its findings on the LLB (please see section 5.4 above).

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

Strengths for LLB

- Good facilities and resources including the Moot Court Room
- Good student support and mentoring

Strengths for LLM

- Good facilities and resources including the Moot Court Room
- Good student support and mentoring

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
-Student support for employed students could be extended.

-Care should be taken to include learning materials in modules which can be read and understood by all students on that module. In particular additional support might be needed for non-Greek speakers.

Areas of improvement and recommendations for LLM

- Student support for employed students could be extended.
- Care should be taken that the latest editions of recommended books are included on reading lists and handouts.

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

eqar//// enqa.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	*LLM*	[Title 3]
5.1	Teaching and Learning resources	Compliant	Compliant	Choose answer
5.2	Physical resources	Compliant	Compliant	Choose answer
5.3	Human support resources	Compliant	Compliant	Choose answer
5.4	Student support	Compliant	Compliant	Choose answer

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

> **Sub-areas**
>
> **6.1. Selection criteria and requirements**
> **6.2. Proposal and dissertation**
> **6.3. Supervision and committees**

6.1 Selection criteria and requirements

Standards

6 *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.*

7 *The following requirements of the doctoral degree programme are analysed and published:*

7.2 *the stages of completion*

7.3 *the minimum and maximum time of completing the programme*

7.4 *the examinations*

7.5 *the procedures for supporting and accepting the student's proposal*

7.6 *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

8 *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*

8.2 *the chapters that are contained*

8.3 *the system used for the presentation of each chapter, sub-chapters and bibliography*

8.4 *the minimum word limit*

8.5 *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*

9 *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*

10 *The process of submitting the dissertation to the university library is set.*

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

eqar//// enqa.

6.3 Supervision and committees

Standards

11 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.

12 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.

13 The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:

13.2 regular meetings

13.3 reports per semester and feedback from supervisors

13.4 support for writing research papers

13.5 participation in conferences

14 The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

15 How is the scientific quality of the PhD thesis ensured?

16 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?

17 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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

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

eqar/// enqa.

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

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

eqar//// enqa.

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 was impressed with the structure and content of the programmes of study, the modules and the level of support offered to students. The teaching staff are highly qualified, highly motivated and committed. They offer a number of extra-curricular activities and events which benefit students and professionals. The admission process operates effectively and the assessment structures and process are both fair and appropriate. Students benefit from the close contact and mentoring readily provided by the teaching staff and they have the opportunity various internship and placement schemes and professional courses.

Overall, teaching and learning are provided in efficient way and meet all the requirements set out by professional bodies and the national and international frameworks in which they operate. The collaboration with professional communities and ICLAIM is commendable and students appreciate the physical facilities including the Moot Court Room.

The quality assurance processes are rigorous and involve a number of actors and various stages. The oversight of the parent institution is evident. Of particular note is the student mentoring system which is very much appreciated.

There is a high level of collegiality in the Department, sound leadership and the support staff, including IT personnel, contribute to the effective delivery of the programmes.

Our recommendations are as follows:

- The Committee believes that there is room for increasing the admission requirements for the LLB particularly since 5,5 IELTS is low for a degree taught in English.

-The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study (p. 70 in ANNEX 7) (2.2.15), but it would have to be rethought with predicted growth of the student cohort.

-The Department's administrative structures should be strengthened in line with the predicted growth.

-The ratio of full-time teaching staff and special teaching staff needs improvement.

-The teaching staff should be supported in pursuing research activities and developing their career. It would be beneficial if the Department could materialize the stated 40% target for research time.

- The Committee noted that a number of early career researchers with excellent qualifications have joined the Department and efforts should be made to ensure that they fulfil their research potential.

Signatures of the EEC

Name	Signature
Brigitte Tag	
Olympia Bekou	
Dora Kostakopoulou	
George Kyriacou	
Kyriaki Charalambous	
FullName	

Date: 04/02/2021