ΔΙΠΑΕ CYQAA

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

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Doc. 300.3.2

Date: 26/04/2021

Higher Education Institution's Response
(Departmental)

- **Higher Education Institution:**
  University of Central Lancashire Cyprus (UCLan)
- **Town: Larnaca**
- **School/Faculty: Lancashire Law School**
- **Department: School of Law**
- **Programme(s) of study under evaluation**
  Name (Duration, ECTS, Cycle)

Programme 1
In Greek:
Νομική (4 έτη, 240 ECTS, πτυχίο)
In English:
LLB Law (4 years, 240 ECTS, Bachelor's Degree with Honours)

Programme 2
In Greek:
Νομική (1 έτος, 90 ECTS, Μεταπτυχιακό)
In English:
LLM in Law (1 year, 90 ECTS, Master's Degree)

Programme 3
In Greek:
Programme Name
In English:
Programme Name

- **Department's Status: Currently Operating**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the deficiencies noted under the quality indicators (criteria)*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

The School of Law of UCLan Cyprus ('the School of Law') thanks the External Evaluation Committee (EEC) for undertaking its online visit on 1 February 2021. The School of Law also thanks each individual member of the EEC for their respective contributions to the visit, including during the meetings held online with various members of staff and students on 1 February 2021. The School of Law welcomed the opportunity to provide documentation, to submit PowerPoint presentations, to answer questions and to contribute by other means.

By the same token, the School of Law welcomed the post-visit Report of the EEC and the constructive feedback given to the School of Law – both verbally during the visit and in writing in the said Report. This feedback will not only enable the School of Law, UCLan Cyprus and UCLan to reflect upon their existing policies, procedures and practices, but also to facilitate certain modifications for the benefit of all concerned, including the academic staff, the professional staff, the students and the society to which UCLan Cyprus contributes. Bearing in mind that UCLan Cyprus is a relatively new university, having opened as relatively recently as 2012, the post-visit Report was an affirmation of the solid progress that its School of Law has already made as a product of a team effort across the campus. At the same time, the Report pointed to the need for certain additional steps to be taken which we are pleased to report on in the present format.

1. Department's academic profile and orientation

Sub-areas

1.1 Mission and strategic planning
1.2 Connecting with society
1.3 Development processes

EEC REPORT

1.1 Mission and strategic planning
The University and the Department had clearly articulated visions for the medium and long-term growth and their goals are both sound and realistic. Some short-term challenges were identified and discussed but these have to do more with the external environment than internal affairs. The programmes that are being offered meet student demand as well as the needs of Cypriot society, but there is scope for further development in novel areas such as artificial intelligence and digitalization as well as in better preparing students for admission to the Cypriot Bar if they so wish.
Both the coherence and compatibility among programmes are fine. However, there is room for enhancing interdisciplinarity among the Departments and for developing joint programmes with Sciences.
Findings
- The Department has formally adopted a mission statement, which is available to the public and easily accessible.
The mission statement is available through website (www.uclancyprus.ac.cy/school/ school-of-law) and prospectus. It contains information on the mission to provide a high standard and internationally recognised education, co- and extra-curricular activities and to ensure secured employment or work placements (p. 46).
- The Department has developed its strategic planning aiming at fulfilling its mission.
There is a developed strategic plan (p. 47 ff.). There is provision for curriculum development, strategic collaborations and personal development programs for students (p. 52 f.).
- The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.
They have pillars which they are orientating on. The strategy gets reviewed regularly and gets adopted through a consultation process with the School Council and students. The strategy is dynamic and gets periodically revised and adapted (p. 47 ff.).
- The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.
The programmes of study include LLB (Hons), LLM (Master of Laws), LLM in Financial and Commercial Law and LLM in International Business Law (p. 1). Such a profile is aligned with the European and international practice.
- The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.

The academic community has a significant role in the implementation of the strategic plan and in monitoring processes (e.g. the Head of School Report is provided alongside reports from Course Leaders and Module Leaders) (p. 53). Students are involved in this process both institutionally (SSLC) and via feedback questionnaires.

- Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.

Academics and associates participate in the School Council. Students are consulted through various School's bodies and meetings (p. 47).

- The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.

Assurance reports are taking place three times a year (p. 47). Three times a year is effective.

1.2 Connecting with society

There are several stages for the design and approval of programmes of study and the requirements of the parent institution were evident to the EEC. The Department ensures that its operation and activities are commensurate to the needs of the Cypriot society and the EEC appreciated the level of involvement with the local legal community. The number of webinars, short professional courses and social mediation initiatives and involvement with ICLAIM are impressive. The Alumni relations are functioning very well at this stage, but the growth of the Department would require their further enhancement.

Findings

The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.

The Department is working in partnership with businesses, the community and other educators. These partnerships allow them to assess the needs and demands of society and to form their activities to give something back to the industry and society (p. 74).

- The Department provides sufficient information to the public about its activities and offered programmes of study.

The University informs the public through specific portals and media (p. 80 f.).

- The Department ensures that its operation and activities have a positive impact on society.

The Department ensures a positive impact on society through e.g. transfer of research knowledge, organisation of events, offering specialised services and organising seminars and conferences open to public (p. 54 f.).

- The Department has an effective communication mechanism with its graduates.

The Department holds a graduate survey each year to monitor the employability (p. 92).

1.3 Development processes

The University has a very effective strategy to attract highly qualified teaching staff and the number of scholarships on merit offered to students was appreciated by the EEC. However, the Committee believes 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 Committee does not have any information about the funding processes for the operation of the Department.

The ratio of Home/EU and international students is 55 to 45 and the origin of international students varies. The Department is actively engaging in internationalization initiatives.

Findings

- Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.

The recruitment and selection processes are defined. UCLan Cyprus is an equal opportunity employer (p. 81 ff.). They identify the academic needs and they have an application form which has to be fully completed by each applicant (p. 83 f.).

<u>- Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.</u>

It is based on the strategic development plan of the School (p. 84 ff.).

<u>- The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.</u>

Students are offered scholarships on merit, local and international accreditations, career opportunities and so on (p. 90 ff.).

<u>- The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.</u>

No information was provided.

Strengths

- Detailed mission statement

- Equal opportunity employer

- Interaction with society and businesses

Areas of improvement and recommendations

- On the Department's communication with graduates/alumni the Committees, our recommendation is to establish an Alumni Association to maintain contact with former students.

- The Committee does not have any information about the funding processes for the operation of the Department.

- 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.

UCLAN CYPRUS RESPONSE

<u>**General comments**</u>

1. **Departmental interdisciplinary expertise and research**

'there is scope for further development in novel areas such as artificial intelligence and digitalization'

'enhancing interdisciplinarity among the Departments and for developing joint programmes with Sciences'

We welcome the above statements that allow us to embrace even more novelty and interdisciplinarity and we would like to note that the School of Law already enjoys very innovative and interdisciplinary expertise and interests through its curriculum, its research as well as its outreach activities. There are also plans for further curriculum development at the UG/PG level and through the creation of a PhD programme, in particular across Law and Sciences (AI, cybersecurity, digitalisation, policing and security and/or open sources intelligence). There is already an emphasis on Law, Ethics & AI at the School, through the joint expertise of the Head of School (Prof. Stephanie Laulhe Shaelou), Prof. Doris Schroder (Prof. of Moral Philosophy at UCLan Preston and seconded to the School of Law of UCLan Cyprus for research only purposes), as well as Dr. Josephina Antoniou and Dr. Kalypso Iordanou, both of the School of Sciences of UCLan Cyprus. The abovementioned academics constitute the UCLan Cyprus team on the Sherpa project consortium, a Horizon 2020 project running from 2018 to the end of 2021 on Smart Information Systems and Human Rights (https://www.project-sherpa.eu/). One of the recommendations of the Sherpa project, ensuring the sustainability of the project beyond its lifetime, is centred around education https://www.project-sherpa.eu/education-on-ai-and-ethics/ and has been assigned to UCLan Cyprus through the development of a curriculum on formal and informal education in the field of AI and Ethics to be embedded in multiple institutions including UCLan Cyprus. All the above participate to a **two-way-transfer enriching the research environment within UCLan Cyprus' Schools,** including through the co-supervision of a Cyprus-based UCLan PhD student on the legal framework of AI between the School of Law and School of Sciences.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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In the meantime, a new option LLM module on AI, Law and Ethics has been developed and will be submitted to DIPAE as part of the revised LLM International Business Law and LLM Financial and Commercial Law LLMs which are due for revalidation in May 2021. The teaching staff and resources have already been identified and secured. Many other public outreach events and projects could also be outlined, such as the joint School of Sciences and School of Law 'Responsible Smart Environment' project: http://responsiblesmartenvironments.com/); high profile outreach activities (https://www.uclancyprus.ac.cy/public-lecture-and-visit-to-uclan-cyprus-by-professor-koen-lenaerts-president-of-the-court-of-justice-of-the-eu/); or the multiple CPD events the School organises around the topics of law and technology including privacy and GDPR, intellectual property rights and open data, shipping and technologies, AML and information security or cybersecurity. The School of Law of UCLan Cyprus also enjoys multiple strategic partnerships through MoUs and Erasmus+ agreements with (i) international HE partners in law and other disciplines, such as the Moscow State Institute of International Relations (MGIMO); or (ii) international chartered institutes such as the Chartered Institute for Security and Investment with a rich portfolio in ethics, integrity, governance and information security. All the above place the School in an innovative and interdisciplinary environment to the benefit of the students.

The above framework is fundamental in the further development of the novel and interdisciplinary nature of the School of Law at UCLan Cyprus, directly or indirectly mirroring the mother School at UCLan in the UK where, as from September 2020, Law, Criminology, Policing, Sociology and Public Administration are housed under the same roof of the School of Justice. Of relevance to Sciences, future plans for curriculum growth at UCLan Cyprus under the School of Law include an UG programme in Criminology, PG and/or short courses in related disciplines. Some of these plans were presented in more detail to the EEC, during their virtual visit. It should be noted that some of the programmes under consideration for adoption at the School of Law at UCLan Cyprus are Bachelor (BSc) or Master of Sciences (MSc).

2. Student professional development: support for legal training in Cyprus

'*better preparing students for admission to the Cypriot Bar if they so wish*.'

The School of Law already offers a number of optional modules and co-/extra-curricular activities designed to help students who aspire to become practising lawyers in the Republic of Cyprus to qualify as advocates. The School of Law also offers a number of professional courses, e.g. on ethics and integrity, anti-money laundering and counter-terrorist financing from both Cypriot and English perspectives, which are of direct relevance to legal practice in the Republic of Cyprus. Other co-/extra-curricular events are likewise of relevance to legal practice. Examples include 'lunchtime lectures' on Cypriot law and careers-focused presentations by visiting speakers who are in legal practice in the Republic of Cyprus. Please visit: https://ruleoflawmonitoringmechanism.eu/materials for a selection of such events. More, of course, can be done to help to prepare students for admission to legal practice in the Republic of Cyprus, including in times of pandemic where access to internships and jobs is scarce. To this end, the School of Law monitors on an annual basis its activities with respect to the offering of an internship scheme, a credit-bearing option placement module, short courses, summer schools, employability activities and other support towards legal training in Cyprus, in addition to offering optional modules that cover learning materials and professional skills core to the Cyprus Bar and a number of extra-curricular classes, free of charge, to students who are interested in sitting the Cyprus Bar exams. Additional support is available in **Appendix 1A.**

With respect to the three below recommendations, please refer to each respective point below:

- On the Department's communication with graduates/alumni the Committees, our recommendation is to establish an Alumni Association to maintain contact with former students.

- The Committee does not have any information about the funding processes for the operation of the Department.

- 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.

3. Alumni relations

UCLan Cyprus has already established an Alumni Association, basic details of which are specified on its website at https://www.uclancyprus.ac.cy/connect/alumni-association/. The University has also established the UCLan Cyprus

Alumni Steering Committee after elections in July 2020. The steering committee is now in office and comprises of a dynamic group of graduates who together with the UCLan Cyprus Academic faculty, support the University in its efforts to establish a strong alumni network, whilst administering the Alumni Association of the University. The members of the committee aspire to provide a constructive platform for networking with fellow graduates and aim to support current students by sharing knowledge and expertise on how to advance their career path post-graduation. Please refer to **Appendix 1 B** for further information, including on the inclusion of law students on the Alumni Steering Committee. In its efforts to establish a strong and mutual beneficial relationship with its graduates, the University has an open communication channel and a procedure in place for the graduates to subscribe to the Alumni Association leading to an already available database of alumni that we intend to grow as the University is further developing. All latest news and announcements, as well as the e-form for subscription to the Alumni Association are found on the University's website. Moreover, the UCLan Cyprus Alumni has its own Facebook group, where announcements, promotional material and other related info are published.

Furthermore, the School of Law routinely issues invitations to alumni to attend CPD events, webinars and other public events as well as interact with current students, through social media as well as its own communication channels with its alumni (emails, newsletters, etc). Some members of staff, including the Head of School, likewise use social media to communicate with alumni; the School also enjoys coverage on all main social media through its various projects and outputs that each have their dedicated accounts on Facebook, Instagram, Twitter and/or LinkedIn.

4. Funding processes for the operations of the Department

As set out in our initial application, budgeting is handled centrally by the University and specific budget is allocated to the School according to yearly needs. Academic resources are reviewed at the School and programme level every year and necessary provisions/budgets are requested for the hiring of new academic staff. As the School grows, hiring of new full-time faculty will become essential and relevant actions will be taken. Within the overall yearly budget, there is a specific budget allocated to research activity for each School and additionally, there is a central University Research budget (University Internal Research Fund) through which Schools and individual academics can submit proposals for internal research funding to support investments in facilities, equipment, resources, research projects, etc. The School has been taking advantage of this fund. Examples include the hiring of a post-doctoral fellow during the academic year 2019-20 and small research grants. Similarly, academics have taken advantage of this fund to support their own individual research activities (e.g. hiring of research assistants, buying of equipment, travelling and conferences). In this respect, the School already includes in its yearly budget a certain amount allocated to Staff Development, which academics can use in any way they consider more appropriate to develop their research, including travelling to conferences and/or research meetings/events. Additionally, the University participates in the Erasmus+ programme and academics have the opportunity to participate in teaching and internship mobilities to other partner institutions, offering our academics the opportunity to initiate discussions and exchange ideas on further research collaborations. Finally, the University has an external research funding policy based on sound principles such as open access outputs, source of funds in line with the University's responsible strategy, or for publicly funded research, the University's financial systems and accounts are kept distinct and separate from the University's other operations. The School of Law is also involved in multiple income generating activities ranging from CPD events to consultancy services rendered to the wider community. Such income generating activities are handled directly by the School with the support of related services, from their inception, design and delivery, issuing of certificates and collection of fees. Income generated by such events are reinvested in the School's research budget under the budget holding of the Head of School and made available to staff and students are per the funding rules described in this section and elsewhere. All the above ensure the continuous improvement of the quality of the School's programmes of study which have been deemed adequate and transparent by the Committee.

5. Language requirement on the LLB

In response to EEC recommendation to make the program more competitive, by changing the admission criteria, we would like to inform the panel members that our University and the programme team has adopted the standard admission criteria for English language proficiency at B2 level (IELTS 5.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR), as per CY QAA requirement on 9th of September 2020. Students who would like to enhance their academic skills for the use of English language have the opportunity to choose the *English for Academic purposes* module that is on offer during year 1.

2   Quality Assurance

Sub-areas

2.1   System and quality assurance strategy
2.2   Quality assurance for the programmes of study

EEC REPORT

2.1 System and quality assurance strategy

The quality of teaching is assured by multiple layers of checks and balances within the Department, the University and the parent Institution. With respect to research, compliance with the requirements of the UK REF system may be unduly restrictive. However, the Committee noted the Department's targets in the fields of publications in peer reviewed journals, increasing international funding and impact and achieving research excellence.

Findings

- 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 (p. 97).

- Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.

An internal Evaluation Committee does exist (TABLE 8) and external examiners provide an external perspective on new academic course developments thereby guarding academic standards (p. 105). They also monitor the functioning of the University, the quality and relevance of its programmes (p. 147).

- The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.

References were made to the existence of such policies.

- The quality assurance system adequately covers all the functions and sectors of the Department's activities:

o Teaching and learning

o Research

o The connection with society

o Management and support services

In the education process the categories of quality standards area are:

1) Effectiveness of teaching work

2) Programmes of study and higher education qualifications

3) Research work and synergies with teaching

4) Administration services, student welfare and support of teaching work

5) Distance learning program. (p. 100 f.)

- The quality assurance system promotes a culture of quality.

The Academic Standards and Quality Assurance University Committee (ASQAC) is responsible for maintaining a culture of quality (p. 98 f.). In each academic year the quality of the learning process is monitored throughout the Continuous Course Enhancement Process or annual monitoring (p. 102 ff).

2.2 Quality assurance for the programmes of study

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. The LLM admission criteria should specify if a degree in a particular discipline is a prerequisite for study as there was a discrepancy in the documentation provided.

Findings

- The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.

Course leader's reports are produced at the end of every academic year and an Action Plan for the following academic year is devised on the basis of these reports. The Head of Schools then evaluates all the offered programmes based on the course leaders' reports. In the following the Rector of the University prepares an institutional report addressing and evaluation the performance of the University during a specific academic year (p. 102 ff.).

- 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.

The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria are well communicated to students. The students interviewed by the EEC confirmed that.

- The quality control system refers to specific indicators and is effective.

The indicators of the level of satisfaction of each category of quality are:

1) Applicable to a minimum degree

2) Applicable to a non-satisfactory degree

3) Applicable to a satisfactory degree

4) Applicable to a very satisfactory degree

5) It applies and it constitutes a good practice (p. 100 f.)

- The results from student assessments are used to improve the programmes of study.

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 and are implemented.

- The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.

It is clearly defined what is meant by the term "cheating" (p. 112 f.) and schools monitor plagiarism in order to enhance performance and investigate such suspected cases (p. 110). Also, when a work is submitted electronically, students have to submit it via Turnitin, which generates an Originality Report to facilitate the identification of potential plagiarism (p. 114).

- The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.

An accessible procedure with three stages exists for students' grievances. The procedure for dealing with students' grievances is accessible, fair and straightforward. This ensures effective, prompt and appropriate responses (p. 132 ff.).

- 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 (p. 19 f. in ANNEX 7). 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.

- The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.

The admission criteria are clear and follow British and other European countries high education standards. The criteria vary for undergraduate and postgraduate applicants. (p. 118 ff. and p. 19 in ANNEX 7). The LLM admission criteria should specify if a degree in a particular discipline is a prerequisite for study as there was a discrepancy in the documentation provided.

- The Department flexibly uses a variety of pedagogical methods.

Other than the involving of a Socratic debate (p. 30 f. in ANNEX 7), no concrete information about the flexible use of a variety of pedagogical methods was found.

- The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.

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 analyses and publishes graduate employment information.

An annual graduate survey is conducted in order to monitor the employability of the graduates (p. 92).

- The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:

o Building facilities

See APPENDIX 3 for all the department's building facilities. Also, the External Evaluation Committee (EEC) visited the Department's buildings virtually.

o Library

A considerable library order is placed every academic year, consisting of hard copy and electronic materials (p. 36 ff.; p. 31 in ANNEX 7).

o Rooms for theoretical, practical and laboratory lessons

There i.a. exist 4 Computer laboratories (cf. TABLE 7), a Moot Court Room and an ICLAIM Training Room (p. 45).

o Technological infrastructure

Market and techonology-leading infrastructure from Citrix is used to host and manage the virtual PC environment. Also, the library computer room is adequately equipped. (p. 38) Learning is also facilitated via technology, e.g. the university

utilizes Blackboard, a leading online learning management platform as well as Turn-It-In, which helps students develop their writing skills (p. 147). Students also have free access to a range of software, e.g. Microsoft Office, Matlab (p. 147).

o Academic support

There is academic support, such as Wiser which provides support on study skills and offers guidance on academic writing. There also exist Academic Advisors, who meet regularly with students and work in partnership with them.

- There is a student welfare service that supports students in regard to academic, personal problems and difficulties.

Students with special education needs or learning/physical difficulties are treated equally. Depending on the educational need the student welfare service provide different provisions (e.g. seating in the front of the class, opportunity to take frequent breaks). Also, the infrastructure is adequate for disabled students (p. 26 ff.).

- The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.

The LLB and LLM courses are 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).

Other than that, there was no concrete information regarding the extent to which the Department's mechanisms, processes and infrastructure meet the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.

- Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.

Students enjoy good and accessible mentoring.

- The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.

N/A

- The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.

N/A

- The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.

N/A

- There is a clear policy on authorship and intellectual property.

All researchers should refrain from plagiarism, piracy, the fabrication of results or infringement of intellectual property (p. 179; p. 40 in APPENDIX 7). Also, the practice of honorary authorship is unacceptable, i.e. only those who have contributed to the research should be included as authors on the publication (p. 81 f.; p. 42 in APPENDIX 7).

Strengths

- 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.

Areas of improvement and recommendations

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

- While there is detailed information about the quality assurance about teaching and learning (p. 102 ff.), such detailed information is missing for research, the connection with society and the management and support services (2.1.4.).

- Apart from the Socratic method (p. 30 f. in ANNEX 7), no concrete information about the flexible use of a variety of pedagogical methods was found (2.2.9.).

- The LLB and LLM courses are 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). Other than that there was no concrete information found regarding whether the Department's mechanisms, processes and infrastructure consider the needs of a needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities (2.2.14).

- 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.

UCLAN CYPRUS RESPONSE

General comments

1. Research environment, impact and metrics

'compliance with the requirements of the UK REF system may be unduly restrictive. However, the Committee noted the Department's targets in the fields of publications in peer reviewed journals, increasing international funding and impact and achieving research excellence'

We would like to thank the EEC for the positive feedback with regards to the research environment of the School and emphasise our commitment to continue supporting our academics and enhancing our research environment (see below pages 13-14). Indeed, research forms an integral part of the strategy and the aspirations of the University. This is evidenced in the environment needs to be maintained that fully recognize, measure and reward research endeavour. UCLan Cyprus has excellent synergies with UCLan UK at Preston including with respect to research environment and support. Adopting a national, regional and international perspective, UCLan Cyprus has the ambition to nurture research at a level not easily achieved for a university of its size and focus. It is with this intention that the REF metrics are used as benchmarks (only) in our research strategy, while setting out our own research KPIs with respect to publications in peer reviewed journals, increasing international funding, impact and achieving research excellence at University/School level, independently from the REF and UCLan UK.

By way of illustration of the research impact we aim for, we would like to share with the Committee and CyQAA the news that the Interdisciplinary Centre for Law, Alternative and Innovative Methods (ICLAIM), the independent non-profit organisation working in close association with the School of Law of UCLan Cyprus, is one of the two recipients from Cyprus out of the 30 laureates of the European Parliament's European Citizen Prize 2020 from 25 countries of the EU. See https://www.uclancyprus.ac.cy/iclaim-s-social-mediation-in-practice-project-receives-the-european-citizen-prize-2020-from-the-european-parliament/ The award ceremony in Cyprus was held in a hybrid form on 17 April 2021 at the EU House in Nicosia, in the presence of MEPs, special guests and law students/alumni former or current interns at ICLAIM. View a short two video here: ICLAIM receives the European citizen prize 2020 from the European Parliament - InBusiness News - Bing video

2. Quality assurance of the programmes: communication and support

'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. The LLM admission criteria should specify if a degree in a particular discipline is a prerequisite for study as there was a discrepancy in the documentation provided.'

We would like to emphasise that the language of instruction at UCLan Cyprus including its School of Law is English. This is clearly signaled on its website https://www.uclancyprus.ac.cy/discover/the-university/uclan-cyprus/ and by its English entry requirement addressed elsewhere in this reply. With respect to the LLB, we would like to add that, in line with CYQAA directives, the website includes the overall structure of the programme. For each module there is a

hyperlink that leads to further information about the module, including the following: module name, module code, credit value, module content, intended learning outcomes, teaching methods, assessment methods and language of instruction. This information is available for the modules that are currently offered on the LLB, here: https://www.uclancyprus.ac.cy/undergraduate-course/bachelor-of-laws-llb-hons#tab_b/ Further, the language of instruction of each module is stated on the LLB factsheet that is available here: https://www.uclancyprus.ac.cy/wp-content/uploads/2018/05/Factsheet-BA_LLB-2020_new.pdf. Detailed information on which modules involve Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek are available on the website. We would like to point out that there is no reading in Greek for compulsory modules. Modules that focus on Cyprus law have reading lists that are divided in two: resources in Greek and English. Every lecture includes an appropriate number of English resources that allow students the successful completion of the module. Further, a bilingual 'glossary of terms' and index of resources have been prepared by the School of Law and shared with students in relevant modules. Finally, it should be noted that the Language Academy of UCLan Cyprus provides support to students not only in English, but also in Greek. Many international law students have been able to acquire throughout the years a basic to intermediary knowledge of Greek thanks to support mechanisms available at the University. Visit https://www.uclancyprus.ac.cy/language-academy-uclan-cyprus/

With respect to the LLM, we would like to clarify again that detailed information on the content of the modules is made readily available on the University's website in the form of individual module descriptors. More specifically, the LLM in Law website includes a structured list of the modules that are offered on the LLM. Each module name is a hyperlink that leads to further information about each module, including the following: module name, module code, credit value, module content, intended learning outcomes, teaching methods, assessment methods and language of instruction. You can find this information here: https://www.uclancyprus.ac.cy/postgraduate-course/master-of-laws-llm#tab_b/ The LLM in Law website also specifies that the language of instruction is English. You can find this information here: https://www.uclancyprus.ac.cy/postgraduate-course/master-of-laws-llm#tab_a/ Both the LLM in Law website and the relevant Factsheet provide that the LLM in Law programme 'is available to students with a legal and non-legal background.' You can find the LLM in Law Factsheet here: https://www.uclancyprus.ac.cy/wp-content/uploads/2018/05/LLM.pdf

With regard to the below recommendations, please read each respective point below:

- '*While there is detailed information about the quality assurance about teaching and learning (p. 102 ff.), such detailed information is missing for research, the connection with society and the management and support services (2.1.4.).*

- *Apart from the Socratic method (p. 30 f. in ANNEX 7), no concrete information about the flexible use of a variety of pedagogical methods was found (2.2.9.).*

- *The LLB and LLM courses are 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). Other than that there was no concrete information found regarding whether the Department's mechanisms, processes and infrastructure consider the needs of a needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities (2.2.14).*

- *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.'*

3. **Quality assurance of the programmes: research, connection with society and management and support services**

The culture of the School of Law is built around various foundations. These include research and research-informed teaching. In this paragraph you will find a brief set of actions and schemes/mechanisms that are in place to support a stronger research environment and ensure quality in research and knowledge transfer to the society. All our full-time employed academics are research-active and increasingly publish in high quality, peer-reviewed outlets, targeting 2-4* outputs. The University and the School implement a Research, Innovation and Enterprise Mentoring Team (RIEMT)

scheme, where senior academic members of staff join with junior staff offering their advice and support to help them develop their research portfolio, both formally and informally. Mentors have meetings at least twice a year with their mentees. Mentors also have a meeting with the RIEMT coordinator and discuss issues that come up from meetings with mentees. The RIEMT coordinator then brings those issues to the RIEMT, the Research and Innovation Committee (RIC) and/or the Senior Academic Management Team (SAMT) for further discussion. In addition, the RIEMT coordinator asks all RIEMT members at the beginning of the year to provide feedback on how the RIEMT could support their professional development. In the past, several events were held, with HR, such as a workshop on "Motherhood in Academia" (for supporting work-family balance among mothers-academics, by inviting a professional psychologist) and workshops on grant writing by inviting various research organisations and agencies. A platform has also been used by the RIEMT (Yammer) for sharing information among staff members, yearlong, on professional development (e.g. interesting articles on productivity in academia), events and research-related matters. This is further enhanced at the School level as we engage our leading senior scholars to offer guidance and support to our more junior members of academic staff, at School and university level, as well as across campuses where we participate to similar initiatives at different career stages (ECR group, middle career group and professorial group) at UCLan UK, both University and School level. For early career researchers appointed to the University, we pay particular attention to their publication records and potential. Research mentorship workshops are therefore regularly organised within the School (these are reserved for academic members of staff and are run by a more experienced colleague). Examples of these workshops include: ''The importance, dos and don'ts of academic conferences', 'Writing Advice Workshop' and 'Publishing a monograph or articles stemming from the PhD'.

All of the above activities enhance the University's research environment and are regularly fed into the reporting mechanisms of the Research and Innovation Committee, RIC, three times a year. **The RIC is responsible to set, monitor and report on quality assurance in research and innovation**. The UCLan Cyprus RIC is an independent university committee which also communicates with the UCLan RIC in the UK. In accordance with the University Charter, the RIC is also responsible to design, implement and monitor research and innovation policies at UCLan Cyprus which complement other policies, schemes, guidelines, handbooks and other documents ensuring quality in research, management and support services. Generally speaking, UCLan Cyprus abides to research integrity and ethics policies/regulation/practices as contained in multiple University Manuals/Policies/Handbooks/Codes/others, including the University Charter, the Academic Regulations, the Data Protection Policy, the Employee Handbook with relevant Codes, the Health and Safety Procedures as well as all the already mentioned research and innovation related policies.

As such and as part of the research culture of the School of Law, its academics are encouraged to engage in an array of knowledge transfer activities and to publicise their research via the media. The School of Law has made strenuous efforts to serve the society of which it forms part. For details, please refer to the Annual Reviews of the School of Law for 2018-19 at https://www.uclancyprus.ac.cy/wp-content/uploads/2018/05/Annual-Review-2018-19.pdf and for 2020-2021 at https://www.uclancyprus.ac.cy/wp-content/uploads/2021/01/LawAnRe_2020_2.pdf These Annual Reviews illustrate the multiplicity of ways in which the School of Law serves that society.

4. Pedagogical methods

Flexible pedagogical methods are encouraged across the three Schools of UCLan Cyprus, not least via the activities and outputs of the Teaching and Learning Enhancement Committee (TLEC) of UCLan Cyprus and equivalent bodies of UCLan in Preston. On the one hand, TLEC occasionally organizes seminars, webinars and other events for the benefit of academics. For example, on 6 March 2019, TLEC hosted a seminar delivered by Dr Klearchos A. Kyriakides of the School of Law; it was entitled 'The Socratic Method in the electronic age: The enduring value of ancient Greek pedagogy'. On the other hand, TLEC occasionally circulates a bulletin entitled 'Best practices in teaching and learning'. The last example is Issue 5, which was circulated by email by Dr Nearchos Paspallis, the Chair of TLEC. The Student Engagement and Enhancement Committee of the University (SEEC) is also responsible to design, implement and monitor the student-centred teaching policy and support mechanisms. Throughout Schools and pedagogical methods, the following principles inter alia apply, aimed to enhance teaching and learning: (i) students are trained to become problem solvers; (ii) the programmes aim to develop students' professional skills, such as teamwork and coping in a modern workplace, as well as ethical considerations specific to their programme of study; (iii) use of appropriate teaching and learning methods throughout University programmes, while placing emphasis on contextualising learning with real-world examples and objectives; (iv) where possible, students are immersed in

conditions simulating the real-world to maximize engagement and interest in the field; (v) teaching and learning are industry/profession-informed where industrial partners are involved throughout the delivery, e.g. with guest talks, and by offering problem-sets, case studies and real-world data for student projects; (vi) the University organises research talks, seminars, and conferences, and engages students as attendants, volunteers and participants, to inspire them to delve deeper into their field of study; (vii) students develop real-world skills by participating in industrial placements or summer internships; (viii) field studies are used to enable students to experience real-world employment environments, in Cyprus and abroad; (ix) students are challenged and motivated by engaging in national and international student competitions in their field of studies and beyond.

Academic staff are the facilitators of learning. The following principles inter alia aim at developing the full potential of academic staff, while also enhancing their skills and keeping them up-to-date: (i) display expert knowledge of, and enthusiasm for, their discipline; (ii) teaching and learning are research-informed as academic staff is encouraged - and where applicable - enabled to engage with research and use research outputs to inform their teaching; (iii) teaching and learning are also industry-informed as academic staff are encouraged to engage with the industry; (iv) peer-observations are part of the University culture, serving as a mechanism for reflection and self-improvement for academic staff; (v) staff induction and mentoring support newly appointed staff with familiarising themselves with the University procedures and standards, including teaching and learning aspects; (vi) senior fellows from other institutions, as well as industry experts are utilized in teaching and learning, adding an expert perspective and international outlook to our programmes; (vii) yearly appraisals ensure academic staff are sufficiently supported in their roles and they are enabled to deliver an exceptional learning experience; (viii) academic staff are continuously informed of current and best practices in teaching and learning. They engage with a rigorous Teaching Toolkit programme, which enables them to reflect on their practice and stay up-to-date with best practices in teaching and learning. The use of research in feeding into teaching and facilitating the learning of students is an indispensable part of the Teaching Toolkit curriculum. Through the Teaching Toolkit, academic staff become Associate Fellows, and then Fellows of the Higher Education Academy (AFHEA/FHEA).

5. **Mechanisms, processes and infrastructures on the needs of a diverse student population including mature, part-time, employed and international students as well as students with disabilities**

Staff in the School of Law are conscious of the diverse character of law students at both LLB and LLM levels. In response to this diversity, the School of Law has already adopted a number of steps of a systemic character. To take one example, not only is English the official language of instruction in LLB and LLM modules in the School of Law, but English is also the recommended language across the campus in social and other settings where students are present. These practices and policies limit the risk of any student being discriminated on the basis of not knowing the Greek language. To take a second example, the LLB and LLM Staff-Student Liaison Committees of the School of Law enable the concerns or requirements of LLB and LLM students to be raised with members of the academic staff. To take a third example, each year's cohort on the LLB and LLMs has an elected 'class representative' who fields and passes on the concerns and requirements of students. To take a fourth example, each student has a personal advisor who is a member of the academic staff; thus, individual students may raise concerns or submit requests which reflects his or her individual circumstances. To take a fifth example, Dr Klearchos Kyriakides has drawn upon his experience of practising and teaching Law in England, in order to guide/invite students with disabilities to contact the Lawyers with Disabilities Division of the Law Society of England and Wales details of which are at https://www.lawsociety.org.uk/topics/lawyers-with-disabilities/about-the-lawyers-with-disabilities-division. The abovementioned examples are in addition to the University's processes and resources set out in **Appendix 1C** in terms of disability, diversity, wellbeing, immigration services, and support.

With respect to students in **employment** on the LLB and LLM programmes, it should be noted that students have the opportunity to study full-time or part-time. Students are allowed to change from full-time to part-time and vice-versa throughout the course, depending on their changing circumstances and provided this is appropriate. All students, but particularly students in employment and/or part-time students, have one-to-one meetings with the course leader or deputy course leader in order to develop the course structure and timetable that works best for them. Even full-time students on the LLB are guaranteed that they will have classes for a maximum of 4 days per week, which allows students to work on the days they do not have class. Many of the LLM students are already in employment and this is taken into account in the LLM timetable and learning support provided at the School and course level, including through

discussions around their study mode, the selection of modules, and their gradual progression towards graduation. It should be noted that LLM classes are scheduled during evening time (between 17:00-19:00) and on Saturdays to accommodate students who are the working professionals. All students, including working students can contact the administration office to receive more information in terms of academic regulations and their option for interruption of studies (for one or two years), if this is necessary. From time to time, seminars are organised by Student Support Office on "Time Management" that is addressed to working students.

6. Ratio of the number of students to the total number of teaching staff

The School of Law notes that the above ratio is deemed sufficient by the Committee 'to support and ensure the quality of the programme of study […], but that it would have to be rethought with predicted growth of the student cohort.' It is evidently premature to offer any other response at this stage than to reiterate that the quality of teaching and learning as well as the students' experience are among the performance indicators that are taken into consideration by the Head, the Board and the Academic Standards and Quality Assurance Committee of the School of Law. The University and the School of Law are committed to maintaining the student to academic staff ratio at the most efficient level possible and therefore, respective provision of additional faculty and/or administrative staff is in place in direct relation with the increase of the students' numbers.

3   Administration

EEC REPORT

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

Findings

- The administrative structure is in line with the legislation and the Department's mission.

See APPENDIX 1, which illustrates to what extent the School administers all its academic affairs in line with the University's Regulations, QA processes and the School's mission.

- The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.

Senior academics (Heads, Deputy Heads and/or nominees) and relevant administrative staff are represented in all the decision-making bodies of the University, including the Council, the Senate and its Committees (p. 36 f. in ANNEX 7). Students also participate in the functioning of the University at various levels (e.g. by having elected members in Senate and Council meetings) (p. 147).

- The administrative staff adequately supports the operation of the Department.

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

- Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.

The Committee recognizes UCLAN UK's oversight. The strategic decision-making is made by the Committees of the University (ASQAC, RIC, SEEC), the SAMT (Senior Academic Management Team) and the Senate. Also, the School Council meets at least three times per year to discuss operational and strategic matters. For operational matters the responsibility lies within the School Faculty Board. This board meets at least once a term and consists of the Head of School, the Deputy Head of School, the Course Leaders, a student representative, and all other academics, which are part of the School's faculty (p.9).

- The Department applies effective procedures to ensure transparency in the decision-making process.

Consultation, ad hoc committees or working group mechanisms are in full compliance with principles of good governance including fairness and transparency (p. 36 f.).

- Statutory sessions of the Department are held and minutes are kept.

For formal staff meetings of the school and for the Student Staff Liaison Committee meetings minutes are kept and are freely accessible to all law students (p. 15 f. in APPENDIX 7).

- The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.

To the extent possible and/or applicable, the Department's Council operates systematically and autonomously and exercises the full powers provided for by the Law and/or the Constitution of the Institution without the intervention or involvement of a body or person outside the law provisions (p. 37 f. in ANNEX 7). Also, the School Council meets at least three times per year to discuss operational and strategic matters (p. 9).

- The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.

To the extent applicable, the manner in which the Department's Council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. Also, there is a number of interested parties involved for the formulation and development of the school's strategy and plan. (p. 38 in ANNEX 7).

- The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.

The University follows a strategic approach to the prevention and management of unfair means to enhance performance (e.g. plagiarism) (p. 109 ff.). Also, any university member is obligated to formally report misconduct in research to the head of the appropriate department (p. 182).

- The Department has appropriate procedures for dealing with students' complaints.

The University follows a procedure system for dealing with Students' grievances, that aims to be accessible, fair and straightforward and ensures an effective, prompt and appropriate response (p. 132 ff.).
The Department also has a friendly informal resolution pathway for students' complaints.

Strengths

- The administrative staff have an overall high qualification (Table 9) and are very dedicated to their work.

- The Committee noted the promotion opportunities for administrative staff.

- The University is strongly interested to prevent and manage any academic misconduct properly (p. 109 ff).

- Students' grievances are addressed in an adequate and strategic manner (p. 132 ff.).

Areas of improvement and recommendations

- No detailed information was provided regarding the systematic and autonomous operation of the Department's council and its exercise of full powers without the intervention or involvement of a body or person outside the law provisions (3.7).

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

UCLAN CYPRUS RESPONSE

1. **Systematic and autonomous operation of the Department's Council and independent exercise of powers**

'No detailed information was provided regarding the systematic and autonomous operation of the Department's council and its exercise of full powers without the intervention or involvement of a body or person outside the law provisions (3.7)'.

As previously indicated, the School of Law has a School Board (i.e. Department Council) which meets at least three times per year to discuss operational and strategic matters of the School as well as any matters arising from other University bodies. At School's level operates also the Academic Standards and Quality Assurance School of Law Committee dealing with all the academic matters related to the School and their quality assurance compliance with the respective regulators in Cyprus and UK through the University policies and academic regulations. Due to the small size of the University, the School's strategic decision-making has been taking place in conjunction with the Committees of the University (ASQAC, RIC, SEEC), the SAMT (Senior Academic Management Team), the Senate and the Council. With respect to the formulation and development of the School's strategic plan, the School's Board holds a crucial and circular role, first through the initial discussion and exchange of ideas in order to help the decision of the overall approach to the strategic plan. Similarly, the School's strategic plan is discussed with the Senior Academic Management Team (SAMT) to ensure alignment between the Schools' and the University's strategic plan. Following the discussions at SAMT, there is a joint meeting involving the Chief Financial Officer, Rector and Heads, where all current and emerging needs and requirements across Schools and professional services are integrated. Following discussions and review of development plans, the Human Resource Management and Development Plan for the University is developed, which is approved by the University Council and Boards. Subsequently, the School's strategic plan is monitored through the School's Board and other University Committees. As such, the School is primarily responsible for the successful implementation of its multi-faced growth strategy and possesses fundamental tools to monitor and report. We welcome the Committee's comments on the need for systematic and autonomous operation of the Department's Council and independent exercise of powers. In line with this recommendation, please note the School Board has multiple direct, autonomous and independent responsibilities in **Appendix 1D.**

2. **Department's administrative structure**

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

The School of Law notes and appreciates this Committee's comment. It is evidently premature to offer any other response at this stage than to reiterate the University's commitment to strong structural and administrative support to the School of Law. The School constantly strives to work collaboratively with all administrative units that contribute towards student recruitment, engagement, progression, graduation and further professional enhancement, as well as the promotion of the School's overall activities (e.g., students' and faculty's achievements). The delivery of new programmes in the School, as per strategic growth plans, would be met with needs in terms of additional academic and administrative staff. In the meantime, innovative ways forward include the employment of doctoral or post-doctoral researchers on a service or part-time basis to support the School and its academics in terms of teaching and learning duties but also knowledge transfer activities. Teaching Fellows and academics on lease also lend their expertise on an ad-hoc basis, including in the design and continuance of the School's strategic growth plans.

4 Learning and Teaching

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

EEC REPORT

4.1 Planning the programmes of study
The design of the programmes of study is efficient and the delivery is well managed.

Findings

ΔΙΠΑΕ CYQAA

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

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- The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.

The course development process is well structured and usually there is a 2-year lead in time for new course developments. However, if there is a strong business need, course planning may be fast-tracked (p. 150 ff.).

- Students and other stakeholders, including employers, are actively involved on the programmes' review and development.

Standardized procedures ensure that feedback is collected from students biannually through Module Feedback Questionnaires (MFQs) and through physical meetings with academic and administrative staff (Staff Student Liaison Committee meeting). The actions that are taken in response to the students' feedback are then communicated back to the students (p. 147). Also, external examiners are used as third-party reviewers (p. 105).

- The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).

The content of the programmes of study, the assignments and the final exams are in line with the European Qualifications Framework (EQF) (4.1.3).

- The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.

All programmes of studies at the School of law are in full compliance with the existing legislation and DIPAE regulations. Where applicable, i.e. in the case of the LLB for professional recognition but also for some LLM modules and CPD courses, the programmes/modules also meet the highest international professional qualification requirements (p. 51 f. in ANNEX 7).

- The Department ensures that its programmes of study integrate effectively theory and practice.

Research informs teaching throughout the curriculum delivery in and out of the classroom as well as through the co- and extra-curricular activities (p. 52 ff. in ANNEX 7). Also, modules include at least an hour of practical or seminar sessions for each hour of lecture (p. 144). Moreover, students develop real-world skills by participating to industrial placements, summer internships and Erasmus programs (p. 145).

4.2 Organisation of teaching

Students benefit from the close mentoring, the wide accessibility of teaching staff and the efficient running of the modules. The criteria and methods of assessment are clear and are comparable to those pertaining in other higher educational institutions. Student-centered learning is evident and the student law blog stimulates students' motivation. The Committee noted the opportunities for the involvement of students in various projects and initiatives.

Findings

- The Department establishes student admission criteria for each programme, which are adhered to consistently.

The admission criteria are clear and follow British and other European countries' high education standards. The criteria vary for undergraduate and postgraduate applicants (p. 118 ff. and p. 19 in ANNEX 7). But please see our earlier comment regarding the LLB and LLM admission criteria.

- Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.

The process Accreditation of Prior Learning (APL) is used for formal recognition, assessment and award of credit for all prior learning (p. 156 ff.).

- The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.

The number is suitable given the size of the cohort.

- The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.

Students are able to communicate with the lecturers and receive feedback in a variety of ways (e.g. via email, Blackboard, closed groups on Facebook) (p. 10 f.).

- Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.

The Department encourages student-centered learning, but the Committee would have appreciated more concrete information on the various methods involved in addition to the Socratic method which is described in the documentation (p. 30 f. in ANNEX 7).

- The teaching staff of the Department provides timely and effective feedback to their students.

With respect to feedback on assessments, teaching staff provide feedback via blackboard and Turnitin as well as via one-to-one sessions. Students are provided with generic feedback within 15 working days (3 weeks) of the scheduled submission or examination date. Feedback may be oral, written, posted on a website or other. Students also have the opportunity to request additional feedback (p. 10 f.; p. 64 in APPENDIX 7). Students confirmed this information.

- The criteria and the method of assessment as well as the criteria for marking are published in advance.

The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria are ought to be written clearly and be available to and discussed with students (p.126).

- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.

The assessment demonstrates whether the learning outcomes of the programmes of study have been achieved (p.121 ff.).

Strengths

- The University has a specialized taskforce, the Teaching and Learning Enhancement Committee (TLEC), which i.a. monitors and develops effective learning and teaching strategies (p. 146).

- The University has the Course Planning Committee, which formulates, recommends and plans academic goals and initiatives for new and existing programmes of study and looks after their mode of delivery and their sustainability (p. 148).

- The close contact between students and staff and the effective mentoring.

- Clearly outlined assessment criteria which meet the learning outcomes of the courses.

- The extra-curricular activities complement the teaching provided in an effective way.

Areas of improvement and recommendations

- In addition to our earlier comment about admission criteria, the Committee would have appreciated more concrete information on the student-centered teaching methods.

UCLAN CYPRUS RESPONSE

1. **Admission criteria**

'But please see our earlier comment regarding the LLB and LLM admission criteria.'

This has been addressed under **section 1 above, point 5 of our Response (language requirement on the LLB) and section 2, point 2 of our Response (Quality assurance of the programmes: communication and support)**.

2. **Student-centred teaching methods**

'The Department encourages student-centered learning, but the Committee would have appreciated more concrete information on the various methods involved in addition to the Socratic method which is described in the documentation (p. 30 f. in ANNEX 7).'

This has already been largely addressed in **section 2 above, point 4 of our Response (Pedagogical methods)**. We would like to point out that all teaching methods are, by their very nature, student-centred, where the student is actively involved in the teaching and learning process and the assessment methods employed are following this approach. A student-centred approach to teaching may be guaranteed if the lecturer in an LLB or LLM lecture adopts the Socratic method of teaching. This, *ipso facto*, involves a Socratic dialogue between the lecturer and the students. However, a student-centred approach teaching may be facilitated by other means as well. To take one example, at LLB and LLM seminars, students are required to bring along their pre-prepared analyses in response to essay questions or their pre-prepared analyses of problem questions. In that way, the lecturer may engage in a dialogue with each student to highlight the pros and cons of their analyses. To take a second example, every undergraduate student is required to engage in both mock and assessed moots. A moot, by its very nature, places the student at its epicentre. To take a third example, the primary purpose of extra-curricular and co-curricular events, such as free Continuing Professional Development webinars open to law students, is to supplement the compulsory educational experience of students with optional yet nonetheless significant learning experiences. No less importantly, much of what lecturers do is to invite students to take advantage of what the internet has to offer by engaging in self-managed learning. For example, students are strongly encouraged to observe livestreams or recordings of the hearings of the Supreme Court of the UK, as made freely available on its website at www.supremecourt.uk/ and on its Youtube Channel at www.youtube.com/user/UKSupremeCourt

5   Teaching Staff

EEC REPORT

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.

Findings
- The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.

The 8/9 members of the full-time teaching staff are proven experts in their subject areas. Their qualifications (APPENDIX 9) are capable to ensure quality and sustainability of teaching and learning in the programmes of study.

- The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.

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 (APPENDIX 9, TABLE 11). Some of them even won academic awards (APPENDIX 10). The quality of teaching is guaranteed by a transparent recruitment and selection process (p. 81 ff.) and a transparent advancement planning (p. 84 ff.).

- The visiting Professors' subject areas adequately support the Department's programmes of study.

The areas of the visiting Professors in 2018-19 were International Security and Strategy as well as International Economic and Financial Law (TABLE 12). The subjects are particularly suited to support the LLM programmes "Law and International Security" und "International Business Law".

- The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.

The qualifications of the special teaching staff and the special scientists are to be recognized as sufficient to teach a limited number of teaching hours per week (APPENDIX 9, TABLE 14). Most of the fulltime teaching staff are PhD holders and research active academics (p. 169).

- The ratio of special teaching staff to the total number of teaching staff is satisfactory.

The ratio needs improvement.

- The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study

The ratio seems adequate.

- 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.

The ratio is fine.

- Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.

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, second there are standardized procedures to collect feedback (p. 147). 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 (p. 104, p. 167). The students are informed about the importance of feedback and get encouraged to share their experiences (p. 168). In the last years numerous changes have been made as a consequence of the provided feedback (p. 169). The measures taken as a result of the feedback are communicated to the students (p. 147).

Strengths

- Highly qualified and internationally educated teaching staff (APPENDIX 9, TABLE 11)

- Recruitment and selection process seem to be transparent.

- Opportunity of rotational experience for the academic staff across UCLan Campuses (p. 95)

- Different feedback processes that ensure the quality of teaching

Areas of improvement and recommendations

- 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 (5.6).

UCLAN CYPRUS RESPONSE

1. **Ratios of full-time teaching staff to special teaching staff and of subjects being taught by full-time and part-time teaching staff**

- 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

In order to respond to these recommendations, an analysis of the distribution of the teaching workload and modules between full-time research active academics and special teaching staff will be provided per programme.

LLB: Under the proposed programme, a total of 35 compulsory and optional modules will be offered, each carrying 10 ECTS, with the exception of the Dissertation, which carries 20 ECTS. This creates a total of 360 ECTS on the LLB, from which only 240 ECTS will be allocated to students towards their award. 80 ECTS credits are allocated to

compulsory modules, while the remaining 280 ECTS credits are allocated for optional modules, from which only 160 ECTS credits will count towards student's award. Of the 360 ECTS on the LLB, full-time teaching staff are responsible for the delivery of 303 ECTS (84% of the programme). The remaining 57 ECTS (corresponding to only 16% of the programme) are taught by special teaching staff in 12 different modules. This suggests that while there is seemingly a high absolute number of special teaching staff, their role is largely supportive of the full-time Faculty of the School who are responsible for running these modules. Moreover, it is worth mentioning that the professional experience and practical approach of the special teaching staff contribute to the enhancement of the students' learning experience and development of legal skills, preparing the students for the job market. Further, it should be noted that all compulsory modules are exclusively taught by full-time teaching staff, with special teaching staff contributing only in optional modules. It is therefore respectfully submitted that the ratios of full-time teaching staff to special teaching staff and of subjects being taught by full-time and part-time teaching staff would certainly need to be maintained but are not really in need of improvement. The following table provides an overview of what has been described above:

	Full-time teaching staff	Special teaching staff
Number of modules exclusively taught by	23	1
Number of modules that involve	34	12
ECTS taught by	303	57
ECTS in compulsory modules taught by	80	0
Absolute number of staff involved in the LLB	9	9

LLM: Under the proposed LLM Law programme, 24 modules will be offered, each carrying 10 ECTS, with the exception of the Dissertation, which carries 30 ECTS. This creates a total of 260 ECTS on the LLM, from which only 90 ECTS credits will count towards student's award; 40 ECTS credits are allocated to compulsory modules, while the remaining 220 ECTS credits are allocated to optional modules, from which only 50 ECTS credits will count towards student's award. Of the 260 ECTS on the LLM Law, full-time teaching staff are responsible for the delivery of 160 ECTS (62% of the programme) whereas Associate Lecturers/Fellows/Special Teaching Staff are responsible for the delivery of 50 ECTS (19% of the programme) in light of highly specialised modules. The remaining 50 ECTS (19% of the programme) are taught by both full-time teaching staff and Associate Lecturers/Fellows/Special Teaching Staff with full-time teaching staff leading the modules. This suggests that while there is seemingly a high absolute number of special teaching staff, their role is largely supportive of the full-time teaching staff that are responsible for running this programme. Moreover, it is worth mentioning that the special teaching staff professional experience and practical approach contribute to the enhancement of the students learning experience and development of legal skills further enhancing students' professional skills. This has been confirmed on numerous occasions by the students themselves. Depending on the modules eventually on offer every year following module registration, the ratios of full-time teaching staff to special teaching staff and of subjects being taught by full-time and part-time teaching staff may vary slightly as a wide range of expertise is required on the LLM. Such ratios are certainly kept at satisfactory level and every effort is made to improve these ratios every year, within the restrictions imposed by the needs of the programme and academic workloads. The following table provides an overview of what has been described above:

	Full-time teaching staff exclusively	Associate Lecturers/ Fellows exclusively	Both full-time teaching staff and Associate Lecturers/ Fellows
Number of modules taught by	14	5	5
ECTS taught by	160	50	50
ECTS in compulsory modules taught by	40	0	0
Absolute number of staff involved in the LLM	8	9	N/A

We note that overall, not only the qualifications and expertise of the full-time teaching staff have been found by the Committee of high standards, but also the special teaching staff and the special scientists have been found suitable, and in any case, their qualifications 'sufficient to teach a limited number of teaching hours per week'.

6 Research

EEC REPORT

The Department aims to prioritize research and to establish a research culture. The future establishment of a PhD programme will aid this endeavour and will contribute to the recruitment of advanced students. The teaching staff are research active and 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.

Findings

- The Department has a research policy formulated in line with its mission.

The Research Strategy and Policy of UCLan Cyprus contains the strategic aims concerning research in line with UCLan's mission statement (list of the strategic aims, p. 172 ff.). The Research Strategy and Policy is linked with Innovation and Enterprise Activities (I&E activities) to enhance the impact (p. 174). But the requirements of the UK REF System on UCLan Cyprus may be unduly restrictive.

- The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.

The aims in the Research Strategy and Policy are measured through several Key Performance Indicators (KPIs) (p. 174).

- The Department provides adequate facilities and equipment to cover the staff and students' research activities.

Strategic investment in high quality research infrastructure, facilities, research support and research information management systems is part of the Research Strategy and Policy (p. 173). All available locations in the School of Law can be used for research purposes (p. 184).

- The Department has the appropriate mechanisms for the development of students' research skills.

The students have access to the ICLAIM training room. It provides a learning space for students and a research space for the academics (p. 45, 184 f.). Such a common learning and research space could lead to an exchange and research interests among the students. Furthermore, learning experiences such as a research project or a work placement can form a part of the curriculum of undergraduate students (p. 191).

- The results of teaching staff's research activities are published to a satisfactory extent in international journals, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.

The publication and dissemination of research are encouraged by UCLan (p. 181). The teaching staff should be encouraged to publish in peer-reviewed journals that comply with open access requirements.

- The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.

Nearly all the full-time teaching staff (90 %) are research active. This leads to a multidimensional expertise through which teaching is improved (p. 174). Research informed teaching activities are listed on p. 192. The UCLan has comprehensive strategies to link research and teaching (p. 191 ff.).

Furthermore, one of the strategic aims of the Research Strategy and Policy is to build a multidisciplinary international research impact inter alia through society knowledge transfer. There are strategic partnerships with businesses and public stakeholders (p.172). There is also the UCLan Cyprus Strategy 2025 through which the transfer of know-how to the society and to the production sector should be improved through concrete objectives and methods (p. 196 ff.).

- The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.

Research at UCLan is based on several ethical policies and regulations. The guiding principles can be found in the Global Code of Conduct for Research in Resource Poor Settings that was developed through the Centre for Professional Ethics at the UCLan (TRUST) and funded by the European Commission (p. 178, ANNEX 5). Furthermore, there are guidelines for specific topics such as data protection (p. 178 f.). With regard to the rights of the researchers there is the Health and Safety Manual (p. 179, 31). There are also rules regarding research misconduct (p. 182).

Ethical approval must be contained from the responsible department and the relevant ethics committees (p. 180). UCLan benefits from an internal Ethics Sub-Committee providing support to staff and students in ethical questions in research (p. 185). Hereby the compliance with the ethical standards set by UCLan shall be ensured (p. 185).

- The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.

Information regarding the external research funding can be found on p. 190 f. and in APPENDIX 11.

The external non-governmental funding seems adequate given the size of the Law School.

- The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.

UCLan strives to extend the internal support of research in different ways, e.g. through offering a budget for academics to support a participation at local and international conferences and through the Early Career Researchers kick-start fund (p. 190). It can be assumed that internal funding reflects international practice.

Strengths

- Comprehensive strategies to connect research and teaching (p. 191 ff.)

- Large ambitions to transfer know-how to the society and the production sector through the UCLan Cyprus Strategy 2025 (p. 196 ff.)

- Ethical guidelines for research und committees that ensure their compliance.

- External funding feeds into and shapes the development of research culture.

- Excellent initiatives in setting up Jean-Monet modules, the International Journal of Populism, the research internship scheme with the collaboration of ICLAIM and a strategy for the retention of researchers.

Areas of improvement and recommendations

- The future establishment of a PhD programme will enhance the research culture.

- 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.

UCLAN CYPRUS RESPONSE

1. PhD programme and research culture

'The future establishment of a PhD programme will enhance the research culture.'

The Committee's recommendation with respect to an interdisciplinary PhD programme has been duly noted and is welcome. It has already been developed in **section 1 above, point 1 (Departmental interdisciplinary expertise and research)**. The School is positive and confident in offering its own PhD degrees and we believe that this will be an additional benefit to assist the School in further enhancing its research culture and environment. The School will investigate this possibility and take necessary actions (e.g. validate new PhD programmes through UK and Cyprus Quality Assurance Agencies). In the meantime, it should be stressed that, to date, PhD research has been facilitated in the School of Law of UCLan Cyprus via Cyprus-based research students registered at UCLan in Preston, but co-supervised at both UCLan Cyprus and UCLan Preston. This gives the students in question the benefit of supervision from at least two different perspectives. Indeed, thanks to Microsoft Teams and other electronic tools, the two campuses are effectively fused for the purposes of PhD research. On the one hand, the availability of academics at both campuses enhances the PhD research experience of Cyprus-based PhD students. On the other hand, Cyprus-based students are able to participate in the online research webinars and other online events organised by UCLan in Preston. The research culture and environment are further strengthened through this two-way process. The recruitment of advance students is indeed key to the strategic growth of the School.

2. Teaching staff's research support and potential, professional development and workload

- 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.

We are grateful to the Committee for recognising the high quality of members of the teaching staff at the School of Law, as well as their potential, especially for early career researchers. We would also like to comment on the constructive feedback received from the Committee on the above and add on what was already provided primarily in **section 2 above, points 1 (research environment and metrics, including the REF) and 3 (Quality assurance of the programmes: research, connection with society and management and support services)**. The School and the University operate an academic workload model that is prepared by all academics before the commencement of the academic year, and it is reviewed and discussed with the Head of School. The standard target distribution of the academics' workload hours is 40% teaching, 40% research and 20% administration, but during the annual review, other adjustments can be made according to the academic's research output and engagement. The main areas that are considered in the academic workload model are as follows:

Teaching: e.g. Direct Regular Teaching Hours; Direct Evening/Weekend Teaching Hours; Preparation for Modules (conventional and distance learning delivery); Coursework assessment marking, verification and moderation; Undergraduate and Postgraduate thesis supervision; Annual curriculum update.

Research:

Research Activities: e.g. Quantity and Quality of Scientific Publications (includes factors such as journal quality, length of work, number of authors and first authorship, monographs, etc.); Preparation of research bidding (includes factors such as type/size of proposal, first submission/re-submission, contribution to proposal writing, academic's role (principal investigator, local coordinator, work package leader, scientific contributor, etc.)); PhD external supervision.

Scholarly Activities: e.g. External research activities (e.g. organisation/delivery/chair of research seminars, research conferences, workshops and round tables); Peer Esteem activities (e.g. editors of journals, reviewers of journals, participation in external research committees/boards).

Research Income generated activities: e.g. External Research Funding (e.g. EU, RIF); Contract Research; Research Exploitation; Research Consultancy

Administration: e.g. Course Leadership; Module Leadership; Personal Tutoring/Academic Advising; Office Hours; Preparation/Validation of new courses; Preparation of paperwork for minor changes or re-validation of existing courses; Panel membership; Lead/Participation in University Committees; Other administrative activities (team meetings, assessment board attendance, training sessions, e-mail enquiries by students, data input, report preparation, attendance and student at risk monitoring and input, writing references for students, etc.).

It is the responsibility of the academic and the Head of School to ensure during the review meeting that academics are allocated the needed time to conduct research and be productive in this area. The workload model has been in operation for the last 6 years and it has proven very effective in assisting the School and the academics to keep a good balance between research, teaching and administrative work. In addition to all the research support to ECRs already detailed in this response, internal to UCLan Cyprus and more generally to the UCLan family, it should be noted that the School of Law is active in multiple research projects at the UK and EU level (see https://www.uclancyprus.ac.cy/research/school-research-profiles/research-by-school-of-law/) and an institutional member to the UACES (University Association of Contemporary European Studies), all giving to ECRs at the School access to a wealth of resources, trainings and knowledge transfer activities at the European and international level. Individual staff members also hold their own affiliations to research groups. Twice a year, retreats are organised by the School and are addressed to teaching staff. Such retreats include wellbeing sessions but also research writing and bidding trainings, specific to law and cognitive disciplines. These are further complemented by the offering of research related trainings through the University's Research and Innovation Committee; the offering of access to European Office Cyprus; and the offering of access to UCLan UK research support mechanisms (e.g. Grants and Funding Unit, Ethics and Integrity Unit, Research Excellence Unit, access to UK Research Office (UKRO), access to Research Professional, access to CLoK (Open Access platform), access to UCLan Knowledge). As such, all the aforementioned 'access points' progressively offer a robust faculty research environment allowing for the potential of ECRs to grow in harmony.

7   Resources

EEC REPORT

The overall budget is on the low side for the ambition of the Law School and no further information was shared on financial risks and sustainability.

Findings

- The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.

The financial resources of the department are included in ANNEX 6. Each department of UCLan has its own budget holder, who is responsible to operate within the agreed budgeted amount. Each budget holder receives an adequate training to follow the budget procedure (p. 204). The given information in ANNEX 6 is not very detailed, but it seems that there are sufficient financial resources to support the functions of the department.

 - The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.

ANNEX 6 shows that by far the highest costs are the teaching costs. The costs for research activities are less than a quarter of the teaching costs. An inefficient management is not evident.

- The Department's profits and donations are used for its development and for the benefit of the university community.

The department strives to increase the number of donations for the School of Law. Actually, there is an average of around 5,000 Euros donated annually (p. 95 in ANNEX 7). Hereafter the donations are reinvested in the activities and the development of the department.

- The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.

UCLan has a detailed and strong budget procedure and a rolling 15 year plan based on its mission and strategic plan (p. 203, ANNEX 6). The allocation of the budget considers the allocation of the workload concerning teaching, research and administrative tasks (40:40:20, p. 203). The budget for the coming 5 years was estimated in order to the expected growth of the number of students (p. 215). Overall the budget seems appropriate for the department's mission, but it does not enable to grow and expand their offerings (p. 95 in ANNEX 7).

- The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.

Throughout the development of the courses there are performance reviews and risk assessments. (p. 95 in ANNEX 7). Details regarding the assessment of risks cannot be found.

- The Department's external audit and the transparent management of its finances are ensured.

The department is subject to an external audit by professionally regulated companies in full transparency (p. 95 in ANNEX 7).

- The fitness-for-purpose of support facilities and services is periodically reviewed.
The Committee did not have this information at its disposal.
Strengths

- There is a detailed budget procedure (p. 203).

Areas of improvement and recommendations

- The overall budget is on the low side for the ambition of the Law School and no further information was shared on financial risks and sustainability.

- The collection of more donations is desirable to be more flexible and have more opportunities to grow and expand offerings (p. 95 in ANNEX 7).

- There are no details regarding the assessment of risks and sustainability of the programmes of study (7.5, p. 95 in ANNEX 7).

- There are no details regarding the external audit and the transparent management (7.6, p. 95 in ANNEX 7).

- There is no information concerning a periodically review of a fitness-for-purpose of support facilities and services (7.7).

UCLAN CYPRUS RESPONSE

1. **Departmental budget, financial risk, sustainability, fitness-for-purpose periodic review, external audit and management**

- *'The overall budget is on the low side for the ambition of the Law School and no further information was shared on financial risks and sustainability.'*

- *'There are no details regarding the assessment of risks and sustainability of the programmes of study (7.5, p. 95 in ANNEX 7).'*

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- *'There is no information concerning a periodically review of a fitness-for-purpose of support facilities and services (7.7).'*

- *'There are no details regarding the external audit and the transparent management (7.6, p. 95 in ANNEX 7).'*

The Committee made some comments on the availability and sufficiency of information and funds provided with respect to the School of Law's budget and its financial risk and sustainability. At the same time, the Committee recognises that the financial resources of the Department are included and described in ANNEX 6 and that although the given information in ANNEX 6 for the School of Law 'is not very detailed', 'it seems that there are sufficient financial resources to support the functions of the Department'. The Committee also notes that 'overall the budget seems appropriate for the department's mission, but it does not enable to grow and expand their offerings'. We would like to clarify that, as the School grows especially in terms of students' population, additional financial resources from the tuition fees will be available for the School that allow further investment in provision of new programmes of studies, research projects and activities, HR, library and other operational resources. An assessment of the risks and sustainability of the programmes of study per School is rigorously prepared at all stages of provision of the programme starting from the 1st stage where the programme is considered for introduction in the portfolio of study of the School/University until the latest stage, where the programme is approved for withdrawal. During the whole duration of the provision of the programme of study, the University and the School of Law implement the annual monitoring process where thorough course reports and School reports are produced and considered at Rectorate and Leadership level. Every 5 years, in line with regulations by QAA and CyQAA, a periodic course review is taking place in view of the re-accreditation of the programme, process during which assessment of the risks and sustainability of the programme are considered. Feedback on the above-mentioned risk assessment is provided to the programme team and the School through various mechanisms including the Course Planning Committee (CPC) and Periodic Course Review. The Course Planning Committee is a University-wide committee responsible for formulating, recommending and planning academic goals and initiatives for new and existing programmes of study, their mode of delivery and their sustainability. The CPC is a special committee chaired by the Rector, in which, the CEO is a strategic member, as well as the Heads of Schools, the Chief Operations Officer, the Chief Financial Officer and Heads of various other departments of the University (Quality Assurance, Recruitment and Admissions). As part of its responsibilities, the CPC approves proposals for the discontinuation/suspension of programmes (in consultation with University Boards and in coordination with UCLan, UK) based on the University's mission and strategic goals; market demand and recruitment prospects; industry needs and prospects of work opportunities for graduates; sustainability and profitability of the programme taking into account all human resources, capital requirements and other expenses, such as licensing fees, etc. In this context, as well as the context of Health and Safety taken very seriously at University, and whose role is highlighted in times of pandemic, the fitness-for-purpose of support facilities and services is periodically reviewed also. With regards to the Committee's comment that the costs for research activities are less than a quarter of the teaching costs, we would like to clarify that in ANNEX 6, the teaching cost provided takes into account the proportion of academic staffing which relates to teaching and ignores the proportion attributable to research and part of the amount dedicated to administrative duties. The research activities indicated in ANNEX 6 are related to School research activities as referred to in **section 1 above, point 4 (Funding processes for the operations of the Department)** and do not include the standard 40% amount from the finance of the academic research active staff.

Finally, with respect to the external audit and the transparent management of recourses, we would like to reiterate that as part of the budget management to support the Department's operations and developments, the Rector and Chief Financial Officer review and approve spending as per categories operated by the resource planning system. The School and its activities are subject to audit by professionally regulated companies working with the University, in full transparency and following due process. The School of Law follows the central University budget-setting process, which evolves and is in alignment with the integrated strategic development plan presented above. At the early stage of its development, UCLan Cyprus adopts a more "top-down" central planning process, which helps Schools and University Units to integrate decisions, to coordinate operations and to understand all perspectives in order to maintain a balanced view of the structure and development of the institution. Information flows upwards from operations to strategic planning process as functional units timely submit their yearly operational plans seeking goal confirmation in the beginning of each planning year. Another stage in the planning process that information flows upwards to University directorate, can occur during the mid-year strategic planning review process. This review is intended to provide an

opportunity for the intervention and/or provision of extra support in completion of annual planning goals. Since the strategic plan includes goals in every functional area of the institution, when the strategic planning committee meets to finalise goals, to review progress, and to address unresolved issues from the functional units across the campus, members of the strategic planning committee adapt at understanding interwoven operational issues the institution must address and analyse patterns, which help to identify opportunities and ascertain scope for the adoption of synergetic approaches that better serve effective implementation of academic plan within the budgeting framework.

2. Additional sources of income: donations, etc

- *'The collection of more donations is desirable to be more flexible and have more opportunities to grow and expand offerings (p. 95 in ANNEX 7).'*

The Committed notes that 'the Department strives to increase the number of donations for the School of Law. Actually, there is an average of around 5,000 Euros donated annually (p. 95 in ANNEX 7). Hereafter the donations are reinvested in the activities and the development of the department.' At the same time, the Committee suggests that more donations should be collected, which is a welcome suggestion, notwithstanding the fact that it may be difficult to implement in times of pandemic. The School however continues receiving donations from law firms primarily for the welfare of its students and the wider benefit of the School and University activities. Fund raising events which were happening annually on the occasion of the School of Law's annual dinner were however put on hold in times of pandemic as no dinner could be held. In the interest of the legal community and the wider society, the CPD webinars and open resources the School has been producing and delivering for the past two academic years in times of pandemic have been kept open to all and free. A few courses however have made a small profit through fees or sponsorships, which has been reinvested in the School's development and for the benefit of the university community. Many of the School's retreats have been financed through income generating activities of the School. Recently the School has also been able to secure book donations, direct funding and free training opportunities for students who participated in extra-curricular activities and distinguished themselves in those (law books vouchers for the winners of the law blog essay competition 2021, free trainings to the highest achievers of the International Civil and Commercial Mediation course 2021, etc). The School will explore further ways to ensure the sustainability of alternative income streams post-pandemic.

B. Conclusions and final remarks

EEC REPORT

The Committee was impressed with the strength of the Department, the structure of the degrees and the commitment of staff and leadership. The Department is very well-run and the executive team's efforts are appreciated by staff and students. The Department enjoys good standing within the University and the synergies between the central University and the Law Department are visible.

Teaching and learning are provided in an efficient way and meet all the requirements set out in the degrees. There is a strong connection with legal practice and students benefit from various extra-curricular activities and internship schemes. The collaboration with ICLAIM is excellent and students appreciated the opportunities available to them as well as the Moot Court Room. The quality assurance processes are rigorous and student mentoring is strong.

The administrative staff are very dedicated to their work and enjoy the promotion opportunities available to them.

The full-time teaching staff are highly qualified, internationally educated and highly motivated. There is collegiality in the team and the synergy between students and members of staff is quite good. They feel supported by the Head of the Department and by each other. They are willing to engage in a number of activities and go the extra mile when required.

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 future establishment of a PhD programme will enhance the research culture.
-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.

UCLAN CYPRUS RESPONSE

We would like to warmly thank the Committee once again for its qualitative and quantitative work and feedback of much value to us. This is truly appreciated. We are happy that the Committee found multiple strengths of our School, people and programmes across the board, and are grateful for the constructive comments. With respect to the recommendations as embedded in the conclusion, we would like to provide the following summary:

- *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.*

In response to EEC recommendation to make the program more competitive, by changing the admission criteria, we would like to inform the panel members that our University and the programme team has adopted the standard admission criteria for English language proficiency at B2 level (IELTS 5.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR), as per CY QAA requirement on 9th of September 2020. Students who would like to enhance their academic skills for the use of English language have the opportunity to choose the English for Academic purposes module that is on offer during year 1.

- *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 School of Law notes that the above ratio is deemed sufficient by the Committee 'to support and ensure the quality of the programme of study […], but that it would have to be rethought with predicted growth of the student cohort.' It is evidently premature to offer any other response at this stage than to reiterate that the quality of teaching and learning

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as well as the students' experience are among the performance indicators that are taken into consideration by the Head, the Board and the Academic Standards and Quality Assurance Committee of the School of Law. The University and the School of Law are committed to maintaining the student to academic staff ratio at the most efficient level possible and therefore, respective provision of additional faculty and/or administrative staff is in place in direct relation with the increase of the students' numbers.

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

The School of Law notes and appreciates the Committee's comment that 'the Department's administrative structures should be strengthened in line with the predicted growth'. It is evidently premature to offer any other response at this stage than to reiterate the University's commitment to strong structural and administrative support to the School of Law. The School constantly strives to work collaboratively with all administrative units that contribute towards student recruitment, engagement, progression, graduation and further professional enhancement, as well as the promotion of the School's overall activities (e.g., students' and faculty's achievements). The delivery of new programmes in the School, as per strategic growth plans, would be met with needs in terms of additional academic and administrative staff. In the meantime, innovative ways forward include the employment of doctoral or post-doctoral researchers on a service or part-time basis to support the School and its academics in terms of teaching and learning duties but also knowledge transfer activities. Teaching Fellows and academics on lease also lend their expertise on an ad-hoc basis, including in the design and continuance of the School's strategic growth plans.

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

We provided an analysis of the distribution of the teaching workload and modules between full-time research active academics and special teaching staff will be provided per programme which you can find on pages 22-24. For the LLB, numbers provided suggest that while there is seemingly a high absolute number of special teaching staff, their role is largely supportive of the full-time Faculty of the School who are responsible for running these modules. Further, it should be noted that all compulsory modules are exclusively taught by full-time teaching staff, with special teaching staff contributing only in optional modules. It is therefore respectfully submitted that the ratios of full-time teaching staff to special teaching staff and of subjects being taught by full-time and part-time teaching staff would certainly need to be maintained but are not really in need of improvement.

With respect to the LLM, numbers suggests that while there is seemingly a high absolute number of special teaching staff, their role is largely supportive of the full-time teaching staff that are responsible for running this programme. Moreover, it is worth mentioning that the special teaching staff professional experience and practical approach contribute to the enhancement of the students learning experience and development of legal skills further enhancing students' professional skills. This has been confirmed on numerous occasions by the students themselves. Depending on the modules eventually on offer every year following module registration, the ratios of full-time teaching staff to special teaching staff and of subjects being taught by full-time and part-time teaching staff may vary slightly as a wide range of expertise is required on the LLM. Such ratios are certainly kept at satisfactory level and every effort is made to improve these ratios every year, within the restrictions imposed by the needs of the programme and academic workloads. We note that overall, not only the qualifications and expertise of the full-time teaching staff have been found of high standards, but also the special teaching staff and the special scientists have been found suitable, and in any case, their qualifications 'sufficient to teach a limited number of teaching hours per week'.

- *The future establishment of a PhD programme will enhance the research culture.*

The Committee's recommendation with respect to an interdisciplinary PhD programme has been duly noted and is welcome. It has been developed on pages 5 and 26. The School is positive in offering its own PhD degrees and we believe that this will be an additional benefit to assist the School in further enhancing its research culture and environment. The School will investigate this possibility and take necessary actions (e.g. validate new PhD programmes through UK and Cyprus Quality Assurance Agencies).

In the meantime, it should be stressed that, to date, PhD research has been facilitated in the School of Law of UCLan Cyprus via Cyprus-based research students registered at UCLan in Preston, but co-supervised at both UCLan Cyprus and UCLan Preston. This gives the students in question the benefit of supervision from at least two different perspectives. Indeed, thanks to Microsoft Teams and other electronic tools, the two campuses are effectively fused for

the purposes of PhD research. On the one hand, the availability of academics at both campuses enhances the PhD research experience of Cyprus-based PhD students. On the other hand, Cyprus-based students are able to participate in the online research webinars and other online events organised by UCLan in Preston. The research culture and environment are further strengthened through this two-way process. The recruitment of advance students is indeed key to the strategic growth of the School.

-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

We are grateful to the Committee for recognising the high quality of members of the teaching staff at the School of Law, as well as their potential, especially for early career researchers. Indeed, research forms an integral part of the strategy and the aspirations of the University. This is evidenced in the environment needs to be maintained that fully recognize, measure and reward research endeavour. UCLan Cyprus has excellent synergies with UCLan UK at Preston including with respect to research environment and support. Adopting a national, regional and international perspective, UCLan Cyprus has the ambition to nurture research at a level not easily achieved for a university of its size and focus. It is with this intention that the REF metrics are used as benchmarks (only) in our research strategy, while setting out our own research KPIs with respect to publications in peer reviewed journals, increasing international funding, impact and achieving research excellence at University/School level, independently from the REF and UCLan UK. The culture of the School of Law is built around various foundations so as to ensure quality assurance in research and research-informed teaching. Multiple actions and schemes/mechanisms are in place to support a stronger research environment and ensure quality in research and knowledge transfer to the society.

The School and the University operate an academic workload model that is prepared by all academics before the commencement of the academic year, and it is reviewed and discussed with the Head of School. The standard target distribution of the academics' workload hours is 40% teaching, 40% research and 20% administration, but during the annual review, other adjustments can be made according to the academic's research output and engagement. It is the responsibility of the academic and the Head of School to ensure during the review meeting that academics are allocated the needed time to conduct research and be productive in this area. The workload model has been in operation for the last 6 years and it has proven very effective in assisting the School and the academics to keep a good balance between research, teaching and administrative work.

In addition to all the research support to ECRs already detailed in this response, internal to UCLan Cyprus and more generally to the UCLan family, it should be noted that the School of Law is active in multiple research projects at the UK and EU level (see https://www.uclancyprus.ac.cy/research/school-research-profiles/research-by-school-of-law/) and an institutional member to the UACES (University Association of Contemporary European Studies), all giving to ECRs at the School access to a wealth of resources, trainings and knowledge transfer activities at the European and international level. These are complemented by the offering of research related trainings through the University's Research and Innovation Committee; the offering of access to European Office Cyprus; and the offering of access to UCLan UK research support mechanisms (e.g. Grants and Funding Unit, Ethics and Integrity Unit, Research Excellence Unit, access to UK Research Office (UKRO), access to Research Professional, access to CLoK (Open Access platform), access to UCLan Knowledge). As such, all the aforementioned 'access points' progressively offer a robust faculty research environment allowing for the potential of ECRs to grow in harmony.

As such the School of Law is well equipped to continue fulfilling the promise of a leading provider in the field of legal teaching, research and knowledge transfer, and take it to new highs through its growth in terms of curriculum and ouputs.

C. Higher Education Institution academic representatives

Name	Position	Signature
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Dr. Klearchos Kyriakides	Deputy Head of School of Law Member of the School of Law ASQAC	
Dr. Cosmina Theodoulou	Chair of the UCLan Cyprus ASQAC	

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