



Prof. Mary Ioannidou Koutselini

President of the Council of
the Agency of Quality Assurance
and Accreditation in Higher Education
1434 Nicosia

28 May 2021

Ref No: 07.14.341.001, 07.14.345.014, 07.14.345.021

Dear Professor Koutselini,

SUBJECT: Response to the Council's Decision to postpone the Decision with respect to the Department of Law, Law (4 years. 240 ECTS, Bachelor with Honours), Law (1 year, 90 ECTS, Master) - UCLan Cyprus

We would like to thank you for informing us of the Council's decision taken at its 66th meeting dated 11th-12th May 2021 to postpone its decision with respect to the re-accreditation of Department of Law, the LLB (Hons) and the LLM Law at UCLan Cyprus. We are hereby submitting our response to the points raised in your letter.

- **Απαιτείται ισορροπία μεταξύ μόνιμου και μη μόνιμου προσωπικού. Να αποσταλεί στον Φορέα ο σχεδιασμός για σημαντική αύξηση μόνιμου προσωπικού.**

"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."

We would like to clarify that in the academic years 2019-20 and 2020-21, not covered by our initial application submitted in July 2019, the number of full-time research active academic staff having exclusive work at the School of Law was indeed 9, as pointed out in the EEC Report and your letter. However, the number of special teaching staff actually teaching was down to 6 during the same period, while the number of Visiting Professors was 4 and the number of special scientists on lease services was 2. Further improvements are expected in the academic year 2021-22 for the following main reasons: (i) a new full-time position, starting 1st of September 2021 has been offered at the School of Law at the rank of Lecturer or Assistant Professor in the field of EU Business Law of high importance to both LLB and the LLM Law; (ii) during the re-validation process of the LLB and the LLM Law, we have been able to submit to DIPAE revised programme structures where the number of modules was reduced and therefore, dependence on special teaching staff was also reduced. This should not however undermine the value of the contribution made by highly specialised and well-educated special teaching staff at the School of Law which is of essence to the discipline. In any case, as you can see below, we have kept the ratios of full-time teaching staff to special teaching staff (and of subjects being taught by full-time and part-time teaching staff) **below the 70%/30% threshold** as requested by CyQAA (DIPAE).



To illustrate, we have revised the attached tables in Annex A to reflect the current picture and have included the student perspective as far as their exposure to full-time academic staff and visiting Professors, vis-a-vis special teaching staff is concerned. We hope you will find this information useful. The attached tables provide an analysis of the distribution of the teaching workload and modules between full-time academic staff and special teaching staff per programme.

For the LLB, numbers provided show that the role of special teaching staff is largely supportive of the full-time staff 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 Law, numbers shown once more that the role of special teaching staff 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 expertise, professional experience and practical approach contribute to the enhancement of the students learning experience and development of legal skills further enhancing students' professional skills. It should also be mentioned that some special teaching staff are themselves engaged in research, implement research-informed teaching and are holders of PhD degrees. The importance of the practitioner's input has been confirmed on numerous occasions by the students themselves at advanced Master level. 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, abiding to the 70%/30% threshold, and every effort is made to improve these ratios every year, within the restrictions imposed by the needs of the programme and academic workloads.

Finally, we note from the Committee Report 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' which is what is happening at the School.

- **Να θεσπιστούν ποσοτικοί δείκτες και βραχυπρόθεσμοι και μεσοπρόθεσμοι στόχοι βελτίωσης της πιο πάνω κατάστασης**

In accordance with the QA processes described in our application but also in our Response dated 26th April 2021 to your Council, a series of qualitative and quantitative indicators are in place across quality of teaching, but also learning which ensure best student experience and compliance with CyQAA (DIPAE) requirements. We are committed to monitoring the situation at the short, medium and long term through a series of metrics. These metrics include levels and scopes of expertise available at the School in a given academic year, per programme and for a validation cycle. Metrics also include the ratio of the number of students to the total number of teaching staff. With respect to the latter, we note that this 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.



Also, 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 University and the School of Law review the available resources for the provision of the existing programmes and additional administrative support is considered in case of increase in the student number. Thus, 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 which are taken into consideration. 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.

- **Απαιτείται έμφαση στην έρευνα και στις δημοσιεύσεις του προσωπικού και καλλιέργεια ερευνητικής κουλτούρας (π.χ. κίνητρα, απαραίτητο κριτήριο για προσλήψεις και ανελίξεις).**

"The Department should continue to encourage staff to publish in peer reviewed journals of international and national standing and to support them by providing research time that meets the target of 40% allocated time in the workload." (Εκθεση EEA, σελ. 21)

"-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"

We have noted the Committee's 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. 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 you 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 17th 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.

The School of Law has at its disposal a series of tools 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. Being research active and exhibiting publications form part of the recruitment and selection process at the University and at the School, which was deemed to be



satisfactory and transparent by the Committee. There is a requirement in the University's Research Policy and the University's workload that research-active academics publish regularly in high quality, peer-reviewed outlets, targeting 2-4* outputs. Research-active staff benefit from research hours allocated in their workload following discussion and appraisal with the Head of School, towards meeting the 40% threshold for research in the workload model (see below). All research outputs must be recorded on the University's internal database (APOLLO), which is used as a data pool centre for research reporting at the various Committees, but also for individual appraisals and promotions which act as incentives.

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. The process is mandatory as Mentees for all new recruits and for any academic staff at the Lecturer rank within 7 years of their PhD. More advanced Lecturers may choose to remain Mentees with more senior colleagues at the upper ranks, or to act as Mentors to more junior colleagues. 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. 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 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. For early career researchers appointed to the University, we pay particular attention to the development of 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 for monitoring purposes. The RIC is responsible to set, monitor and report on quality assurance in research and innovation. The UCLan Cyprus RIC is an independent university Senate sub-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.

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 in peer reviewed outputs (it is compulsory to record them on the APOLLO database) and to publicise their research via the media (it is also compulsory to report on dissemination and communication). Relying on core research, 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 the society.

PhD programme and research culture



As developed in its Response dated 26th April 2021 with respect to the interdisciplinary dimension of its research and advanced programmes, the School is positive and confident in offering its own PhD degree 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 at 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.

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

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. 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.

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 outputs.

- **Απαιτείται επιπλέον πληροφόρηση όσον αφορά στην ενθάρρυνση φοιτητοκεντρικής μάθησης (επιμόρφωση του προσωπικού σε θέματα διδασκαλίας).**

"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."

Pedagogical methods and student-centred approaches

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 the Centre for Collaborative Learning at UCLan Preston. From October 2020, our Chair of TLEC is part of the Technology Enabled Learning and Teaching team at UCLan UK, that works within the Centre for Collaborative Learning and provides advice and guidance on the effective application and support of practice-informed, digital approaches to learning, teaching and assessment. TLEC at UCLan Cyprus organises seminars, webinars and other events for the benefit of academics and circulates a bulletin entitled 'Best practices in teaching and learning'. The Student Engagement and Enhancement Committee, a Senate sub-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).

Additionally, 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. Lecturers often make use of technology in order to strengthen the students' learning experience and encourage their class participation. For example, videos and other online material are made available to students in advance of the class (flip classroom); students are asked to watch these at home and are then encouraged to discuss the material between them in class, with the lecturer's guidance and input, in the form of seminars or workshops. The student-centred learning approach has been taken into consideration by the School of Law team of academics, involved in the design of the curriculum, where an essential part of the module delivery has been dedicated to the student independent study within the ECTS frame. Further, lecturers assess the students' understanding of the material that has been delivered in real time, through the use of online multiple choice questions and quizzes (either through 'Blackboard quizzes' or by relying on Vevox). These online exercises take place during the lecture and because of the immediacy of such methods of formative assessment, the lecturer can provide feedback and opportunities for discussion immediately after. Outside of the class, students are given the opportunity to learn and actively participate in their learning in a range of ways. Drop-in sessions (face-to-face or online) when students can discuss with their lecturer, either individually or in small groups, any questions they might have are available for all modules throughout the year and are intensified before the assessment periods. Further, students are given the opportunity to engage in peer-assessment methods (for example, by writing for, and acting as editors of the Student Law Blog and engaging into writing competitions and moots); this opportunity, which is available to



all students, helps them develop their confidence, knowledge of the law and CVs. In particular, 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. Finally, the primary purpose of extra-curricular and co-curricular events, such as free Continuing Professional Development webinars open to all 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 online resources have to offer by engaging in self-managed learning.

- **Να δημιουργηθεί σύνδεσμος αποφοίτων.**

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

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 (including law 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. In its efforts to establish a strong and mutual beneficial relationship with its graduates, the University has an excellent 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. The School of Law is very supportive of the University's Alumni Association and believes that a University-wide Alumni Association offers numerous advantages to its members given the critical mass of graduates at the University's level. The School of Law has nevertheless set up very robust processes with its own alumni by routinely issuing invitations to alumni to attend CPD events, webinars and other public events at the School, as well as interact with and feature current students and alumni, through social media as well as its own communication channels with its alumni (emails, newsletters, etc). The School manages its own alumni contact list with preferences for each member, in compliance with GDPR. 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.

Events targeting the professional development of law alumni for 2020-21, attended by a large number of law alumni:

Throughout the year, the School of Law organises CPD activities with members of the legal profession in Cyprus and Europe – this includes lawyers, judges and other professionals. These CPD activities often deal with areas that are examined in the Cyprus Bar exams or of direct relevance to their professional development. These CPD activities are usually free of charge, accredited by the Cyprus Bar Association for CPD hours for Cyprus registered lawyers, thereby directly benefiting our own alumni who regularly train with us. All materials are published on the various open access platforms of the University (UCLan Cyprus website, Rule



of Law Monitoring Mechanism, UCLan Cyprus Law Blog). Examples of these include the following (activities held in English unless indicated otherwise):

1. A Symposium to mark the 60th anniversary of the establishment of the Republic of Cyprus (Continuing Professional Development (CPD) event). Speakers included The Hon. Judge George Arexis (Ret'd), former Judge of the Supreme Court of Cyprus, former Judge of the Court of Justice of the EU and Honorary Fellow, School of Law, UCLan Cyprus, Dr. Klearchos Kyriakides, Assistant Professor & Deputy Head, UCLan Cyprus School of Law, Dr. Nasia Hadjigeorgiou, Assistant Professor & LLB Course Leader, UCLan Cyprus, School of Law, The Hon. Mr. Justice Costas Clerides (Ret'd), former Judge of the Supreme Court of Cyprus, former Attorney-General of Cyprus and forthcoming recipient of an Honorary Doctorate from the University of Central Lancashire, and Prof. Stéphanie Laulhé Shaelou, Head, School of Law, UCLan Cyprus (Chair) (November 2020). See <https://ruleoflawmonitoringmechanism.eu/media> and <https://ruleoflawmonitoringmechanism.eu/materials>
2. CPD Webinar on 'The impact of Brexit upon the legal profession in the Republic of Cyprus'. The speakers were Dr. Klearchos Kyriakides, Assistant Professor & Deputy Head, UCLan Cyprus School of Law and Marco Cillario, International Policy Adviser – Europe, The Law Society of England and Wales, London. Chaired by Prof. Stéphanie Laulhé Shaelou, Head, School of Law, UCLan Cyprus (January 2021). See <https://ruleoflawmonitoringmechanism.eu/media> and <https://ruleoflawmonitoringmechanism.eu/materials>
3. Τηλεδιάσκεψη, 'Το δικαίωμα προσφυγής Μη Κυβερνητικών Οργανώσεων και άλλων ομάδων πολιτών για προστασία του περιβάλλοντος: μία συγκριτική επισκόπηση του δικαίου της Ευρωπαϊκής Ένωσης, Γαλλίας και Κύπρου', με προσφωνήσεις: Έντιμος κ. Γιώργος Λ. Σαββίδης, Γενικός Εισαγγελέας της Δημοκρατίας; Έντιμη κα. Εμίλιο Γιολίτη, Υπουργός Δικαιοσύνης και Δημοσίας Τάξης της Δημοκρατίας. Εισαγωγή: Prof. Stéphanie Laulhé Shaelou, Καθηγήτρια Ευρωπαϊκού Δικαίου και Μεταρρύθμισης, Κοσμήτορας Σχολής Νομικής, Πανεπιστήμιο UCLan Cyprus, 16 February 2021 (online)
4. CPD Webinar, '2021 Law and Technology updates'. Speakers: Ms Amy Grant, Senior Visiting Fellow, School of Law, UCLan Cyprus; Mr. Stylianos Christoforou, lawyer and Data Protection Officer; Chaired by Prof. Stéphanie Laulhé Shaelou (February 2021) https://www.uclancyprus.ac.cy/wp-content/uploads/2021/02/SoLWebinar_Feb2021.pdf
5. Professional Development: 'An introduction to the Chartered Institute for Securities & Investment Certifications in Cyprus' (March 2021) <https://www.uclancyprus.ac.cy/professional-development-an-introduction-to-the-chartered-institute-of-securities-and-investment-certifications-in-cyprus/>
6. CPD Webinar: 'Open Justice, Transparency and the Judiciary'. This is the first of a series of free transparency-related CPD Webinars organised by the School of Law of UCLan Cyprus in association with the British High Commission in Nicosia. Key note speaker: Sir Robin Knowles CBE, Judge of the High Court of Justice of England and Wales. Welcome by Stephen Lillie CMG, British High Commissioner to Cyprus and Prof. Stéphanie Laulhé Shaelou (Chair). Discussant: Dr. Klearchos A. Kyriakides, Assistant Professor and Deputy Head, School of Law, UCLan Cyprus (March 2021). https://www.uclancyprus.ac.cy/wp-content/uploads/2021/03/CDP_Webinar_Transparency_FINAL.pdf
7. Jean Monnet Module CPD training activities:
LLM module on EU Constitutional Law and Governance in populist times open to a selection of legal professionals including law alumni (at no fee) [LLM module on EU Constitutional Law and Governance in populist times | European Union Law and Governance in Populist Times \(europopulism.eu\)](https://europopulism.eu/eu-pop-guest-lecture-by-mr-andreas-kettis-on-tackling-populism-in-europe-the-role-of-the-european-parliament/)

EU-POP Guest Lecture by Mr Andreas Kettis on 'Tackling Populism in Europe: The Role of the European Parliament' <https://europopulism.eu/eu-pop-guest-lecture-by-mr-andreas-kettis-on-tackling-populism-in-europe-the-role-of-the-european-parliament/>



Roundtable on “Does the ECHR really protect the ‘right to offend, shock or disturb’? A critical assessment of the European Court of Human Right’s hate speech case law” <https://eupopulism.eu/roundtable-on-does-the-echr-really-protect-the-right-to-offend-shock-or-disturb-a-critical-assessment-of-the-european-court-of-human-rights-hate-speech-case-law/>

More are forthcoming:

<https://www.uclancyprus.ac.cy/continuing-professional-development-webinar-parliamentary-transparency-and-accountability/>

<https://www.uclancyprus.ac.cy/eu-pop-2019-2022/>

Feedback from alumni and other participants is collected after each event, as well as their preferences for further training.

- Απαιτείται αναθεώρηση των χαμηλού κριτήριου για την αγγλική γλώσσα στο Τμήμα και στα προγράμματα. Ιδιαίτερα για φοίτηση σε Μάστερ το 5.5 είναι ανεπαρκές.

“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.”

We note that the request presented by CyQAA External evaluation Committee originally through the report arising from the remote evaluation event concerned the Bachelor’s in Law degree, LLB Law. In response to the EEC recommendation to make the programme more competitive, by changing the admission criteria, we would like to inform you that from its initial accreditation in 2012, the programme had already implemented the admission criteria for English language proficiency at B2 level (IELTS 5.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR) and therefore is in full compliance with CY QAA requirement as per 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.

In addition, we would like to highlight that the admission criteria to the Master’s in Law, LLM Law for English language proficiency is at B2-C1 level (IELTS 6.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR) and also in full compliance with CY QAA requirement as per 9th of September 2020.

Concluding our response, we would like to thank again the EEC and CyQAA Council for their positive and constructive comments allowing us to offer a high-quality contemporary, appealing and market-oriented programme.

Yours sincerely,



**Professor Stephanie Lauhlé- Shaelou
Head of the School of Law**

**Professor Panikos Poutziouris
Rector**