External Evaluation Report

(Departmental)

- **Higher Education Institution:**
  Neapolis University
- **Town: Pafos, Cyprus**
- **School/Faculty: School of Law**
- **Department: Department of Law**
- **Programme(s) of study under evaluation**
  Bachelor of Laws (LLB) (8 semesters, 240 ECTS)

Programme 1

In Greek:

Πτυχίο στη Νομική (LLB)

In English:

Bachelor of Laws (LLB)

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

 Programme Name

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

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

The site visit took place on the 9th of November 2020 between 10.00 and 17.00 online via Zoom. All committee members were present. In addition, we had a virtual tour through the buildings, and we were sent a recorded lecture which we could watch afterwards. The visit was well-prepared, and we met a highly motivated staff, and committed students and alumni. All the power point presentations we could watch beforehand. They provided us with the necessary information on the mission of the University, its strategy. The organizational structure, budget, research income, student support. Quality insurance and societal impact were sufficiently explained. During the remote visit we were given the opportunity to ask questions and we had open discussions. We appreciated the openness of the Rector, the head of the Department and all colleagues (academic staff and support staff). We were impressed by the commitment, which was also attested by the students and alumni. We appreciated what has been achieved in less than a decade and we observed a willingness to constantly keep improving. At the end of the day, we had a final session with the Rector and the Head of department in which we could ask additional questions for clarification. We also asked for some additional information, which we quickly received. Without having been able to visit the University we feel we got a good and realistic impression of an ambitious and active department.

B. External Evaluation Committee (EEC)

Name	Position	University
Joanne van der Leun	Chair	Leiden University (NL)
Emmanuel Voyiakis	Member	LSE London
Eleni Kosta	Member	Tilburg University (NL)
George Kyriacou	Member	Cyprus Bar Association
Eirini Andreou	Member (student)	University of Cyprus
Name	Position	University

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning	**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

During our visit we spoke to the management of the university and department in an open atmosphere. We discussed strategic choices, plans and the overall structure of the organization. The lines of communication appear to be short. The Department of Law is still a young department, established less than a decade ago, it aims at excellence in teaching, research and outreach/ impact. Its mission is to provide high quality legal

education to students and the legal community of Cyprus, to Greece and the broader region. It also wishes to be an outstanding contributor to Cypriot society and to be excellent in Academic research in the field of Law. The mission is translated into a clear strategy that members of the academic community are aware of. The high-quality staff reflect the ambitions and profile. Data collection and analysis is done at the central level, which makes it more difficult for the committee to assess the effectiveness.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The university has a transparent overall strategy, coherence was demonstrated. There is coherence and compatibility between the LLB and the LLM.

Provide suggestions for changes in case of incompatibility.

NA

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a scientific committee with representatives from the different stakeholders which might be expanded with partners from Greece. The website is somewhat general and could contain more detailed information in certain areas

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	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.	4

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1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	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.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The committee was impressed by the ability of the Department to attract high quality staff who are also active outside Academia. They also have a clear research policy with concrete incentives. When academic staff apply for research funding or a sabbatical, this is in practice always granted, which supports thier professional development.

The committee had the impression diversity and inclusion in terms of gender deserve more attention, also with respect to senior academic positions and management positions.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Undergraduate students: 228 (LLB GR), 75 (LLB CY) - The Department notes signs of saturation of the CY market and does very well in attracting students from Greece
Post-graduate students 19 (DLLM) 12 (MA)
There are plans to attract more 3rd country students with an English-taught LLB program

Findings

We met the internal Quality Assurance committee who explained the cycle and asked several questions about their experiences in practice. The Department seems to be an outstanding contributor to the Cypriot Academic landscape as well as to society. The economic empowerment of the Department through its addition of an English-taught LLB in the future and further strengthening of research activities would enable solidification, growth and competitiveness. The management is well-aware that this would require extra staff.

Strengths
The university and the department have a plausible Strategic plan for growth. There are plans for a Common Law degree in English which could attract more students from other countries as part of the University strategy.
We observed a culture of quality and quality control.
The department can attract high quality staff and offer them a stimulating work environment.

Areas of improvement and recommendations

In the years to come the focus of the research may be strengthened, although the teaching load is significant. In terms of external communication, further steps could be made

The committee recommends formulating a transparent policy with respect to diversity & inclusion which may also cover diversity more in general and equal opportunities.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

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2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

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

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria			
2. Quality Assurance			
2.1 System and quality assurance strategy			**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.		5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:		
	2.1.4.1	Teaching and learning	5
	2.1.4.2	Research	5
	2.1.4.3	The connection with society	5
	2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.		5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a clear and effective quality assurance policy in place, laid down in a handbook. The internal department's Quality Assurance Committee consist of the Head of department, members of academic staff and a student. There is a regular monitoring cycle which is recognized in practice. Student evaluations, staff evaluation, complaints are considered. The committee feels that the quality assurance with respect to management and support

services are also part of that, but this might deserve more attention (or this might also be more a central-level issue which is more difficult for the committee to assess)

2. Quality Assurance		
2.2 Quality assurance for the programmes of study		**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	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.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	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.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	4
2.2.10	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.	4
2.2.11	The Department analyses and publishes graduate employment information.	4
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	5
	2.2.12.2 Library	5

	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	5
2.2.13		There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.14		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.	5
2.2.15		Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.16		The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.17		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
2.2.18		The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.19		There is a clear policy on authorship and intellectual property.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department uses a variety of pedagogical methods including case work, moot courts, court visits and a legal clinic. Students would prefer even more variety in some of their regular courses. The committee got the impression that the department is actively working on this. The policy on authorship and intellectual property is available (page 95 of the application) , in some respects it struck the committee as going very far (preventing every potential harm done by others). We would welcome more attention for the freedom of research.

Findings

The meetings we had, and the documents provided demonstrated that effective quality assurance processes and mechanisms exist in the Department and they appear to be lived by. There is regular evaluation of existing courses, the performance and career advancement and performance of teaching and research staff, a policy on plagiarism, course assessment, quality standards for LL.B. and LL.M., a strategic plan review, clearly communicated student admission criteria, student performance and complaint procedures. We had a very positive impression of the building, the

classrooms and the library facilities. Classrooms are equipped with the correct technological infrastructure. There is a clear policy on disability and the student welfare provision seems to be adequate. The transition during the covid19 crisis has been made well.

Strengths

All students have an academic advisor and this is highly appreciated by students, as we heard during the meeting with students.

Areas of improvement and recommendations
The committee suggest taking a further look at the Ethical policies and emphasize the freedom of research
The committee suggest elaborating on the variety of teaching methods also in regular courses

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1 The administrative structure is in line with the legislation and the Department's mission.	5
3.2 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.	5
3.3 The administrative staff adequately supports the operation of the Department.	5
3.4 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.	5
3.5 The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6 Statutory sessions of the Department are held and minutes are kept.	5
3.7 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.	5
3.8 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.	5
3.9 The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10 The Department has appropriate procedures for dealing with students' complaints.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

The administrative structure of the Department is well articulated and efficient. Fair and transparent procedures are in place

Findings

The administrative structure of the Department is well-articulated and efficient. Fair and transparent procedures are in place.

Strengths

There are established procedures, transparency, mechanisms for the prevention of misconduct, plagiarism, staff and student complaints and minutes of Department meetings are kept. The only secretary of the Department is highly committed, professional and willing to serve the needs of the Department.

Areas of improvement and recommendations

Although it is difficult to judge from the outside as many of the administrative and student support work is done at the central level, the panel had the impression that the Department ought to have more administrative support.

Please select what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
3. Administration	Compliant

4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	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).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Although the programmes of study of the department integrate effectively theory and practice and there are significant initiatives already in place, especially in the field of criminal law, further collaborations with professional bodies in Cyprus and Greece (which can nowadays be realised also online) would deepen the integration of theory and practice.

4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.
Although teaching in the Department is organised is a very good way, the department should explore further options for student-centred learning and employ novel teaching methods, as also highlighted during the meeting with the students.

Findings

Excellence in teaching is Axis 1 in the department's mission statement, according to which "The mission of the School is to become an excellence center for legal studies, supported by internationally renowned academics and jurists and focusing on innovative and human-centered teaching and research in legal sciences. The School aspires to train its students in legal science in order to enable them to compose ideas, formulate legal reasoning and cultivate their legal thinking and argumentation. At the same time, students are taught to work with dynamism, team spirit and adaptability for their future work environment. The aim is to establish the School as a center of methodical and modern legal education, which will award diplomas that will certify formal and substantive knowledge, allowing graduate to practice a variety of legal professions (e.g. lawyers, judges or notaries, legal advisers, in-house legal advisers, etc.) in Greece and Cyprus or other European countries.". In line with this mission, programmes of study in the Department are organised in accordance with the existing legislation and are complying with the professional qualification requirements both in Cyprus and in Greece. The teaching staff is delivering high quality teaching, they support the student through the advisors program and are accessible to them. In overall, learning and teaching are very well organised in the Department.

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Strengths

The Department has endorsed the appointment of Academic Personal Advisors in undergraduate and postgraduate study programs at NUP, who to meet at least once a semester with their students to discuss course options.

The teaching staff is organising Moot Courts, UN Model simulation, Legal Clinics and Legal writing and research seminars. Especially in the field of criminal law and international/European law the activities are rich and rewarding for the students.

Areas of improvement and recommendations

Students can choose the placement programme as an elective in their curriculum. However, the Department is now trying to establish this initiative. Besides issues relating to confidentiality, the employment status of the students etc, the Department should pay special attention to the calculation of the ECTS points and the assessment method for this initiative.

Enhancement of the collaborations with professional bodies in Cyprus and Greece would deepen the integration of theory and practice. Especially with regard to organisations based in Greece, the Department could take advantage of online collaboration tools.

Although, student-centered learning and teaching plays an important role in simulating students' motivation, self-reflection and engagement in the learning process, as the Department is currently still developing their activities in this context, they should explore further options for student-centred learning and employ novel teaching methods.

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

Sub-area	*Non-compliant / Partially Compliant / Compliant*
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4	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.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	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.	5
5.7	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.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
The Committee was thoroughly impressed with the qualifications of the Department's teaching staff and wishes to commend the University on its ability to recruit both accomplished scholars and promising younger colleagues. The Department has a functioning process for obtaining student feedback and using it to evaluate and improve teaching work, but we believe that the Department can be more effective in ensuring staff engagement with the process (see recommendation below).	

Also, write the following:
   - Number of teaching staff working full-time and having exclusive work: **9**
   - Number of special teaching staff working full-time and having exclusive work: **Four (4) in 2018-2019 and 2019-2020, two (2) in 2020-2021**	

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- Number of visiting Professors: **Six (6) in 2018-2019 and 2019-2020, four (4) in 2020-2021**

Findings

According to the application materials, in the 2020/1 academic session, teaching staff consists of nine (9) permanent members, two (2) special teaching members and four (4) visiting professors (see above for a comparison with previous sessions). We had the opportunity to meet all colleagues and were most favourably impressed with commitment to the Department and their engagement with the Committee. We asked questions about their experience of teaching at Neapolis University, their approach to teaching, and the challenges they face.

Strengths

Although still a very young institution, the Department has been able to hire a strong group of scholars at all levels of seniority. The Head of Department is a leading scholar with broad and extensive experience. All staff are very qualified, and their specialisms and expertise support the Department's programmes of study effectively. The Visiting Professors complement the expertise of permanent staff very well, and their employment appears to preserve the 70/30 ratio. Special teaching staff are qualified in their areas, and their teaching hours as stated in the application (p. 132) suggest that they are relied on in an appropriate fashion. The ratio of subjects per member of permanent teaching staff is appropriate, and so is the overall staff/student ratio.

Areas of improvement and recommendations

We were provided with several examples of student feedback, Supervisor reports, and Teacher self-assessment reports. These showed that the Department has a functioning process on feedback. However, the self-assessment and the supervisors' forms contained only numerical scores and no qualitative feedback, which limits their usefulness for the assessed member of staff. We would recommend that the forms be revised to include reference to strengths, weaknesses and concrete action points (if needed).

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant /* *Partially Compliant / Compliant*
5. Teaching Staff	Compliant

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6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria	
6. Research	**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	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.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, 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.	4
6.6	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.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Overall, the Committee was favourably impressed by the Department's research profile. Excellence in research is axis 2 of the Department's Strategic Mission. Generally, that mission is adequately supported by the existing procedures and facilities. Research and

teaching are well-integrated. At the same time, the Committe believes that the University could do more to facilitate colleagues' participation in international conferences, and to integrate existing Cypriot legal databases into its programme for improving students' research skills (see recommendations below).

Findings

The Department's application was very thorough, and the Department was very responsive to our request to receive the most up-to-date versions of the faculty's publication records. We reviewed those records, the Department's research plan, and the research-related components of the LLB programme. During our visit, we had the opportunity to discuss some issues and put questions to to the Rector, the Head of the Department, and members of the faculty. Our discussion focused on balancing teaching workload with internationally excellent research, the challenges of publishing in Cypriot/Greek journals that have limited international visibility, and support for research by means of sabbatical leave and funding for conference attendance.

Strengths

The Department has a clear policy on supporting research, and its processes appear to be applied fairly and consistently. Members of the Department have a consistent record of publication in both international and Cypriot/Greek outlets. Research and teaching are well integrated in that colleagues' teaching overlaps very tightly with their research expertise. The Rector assured us that applications for research funding and sabbatical leave are favourably treated, though the small number of faculty imposes some obvious limits in that regard.

Areas of improvement and recommendations

We identified two main areas of improvement:

1. Given the high teaching load per member of academic staff, the Committee believes that the University can and should do more to support the development of colleagues' research through support for conference funding. At present, support is provided only for conferences in which a member of staff is presenting. We believe that such support should be extended to cover mere attendance at important international conferences, particularly for junior academic staff. This is not likely to involve huge costs, especially as more international conferences are bound to move online.
2. It was not clear to us that the Department's plan for enhancing students' research skills integrates the two main Cypriot legal dabatases CYLAW and Leginet. Their prominence and use in the legal profession makes them obvious focal points for students' research skills training.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
6. Research	Compliant

7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Committee was satisfied with the availability and use of resources for the Department. We noted that, as is normal in a small and young institutions, most resource decisions are taken at University rather than at Department level, and that most areas of student support are centralised. Overall, the allocation of resources appeared to us reasonable and sustainable.

Findings

We had the opportunity to discuss resource questions with the Rector both at the beginning and the end of our visit. We also met with the Department's administrator and colleagues from the University's central services. We discussed the feasibility of relying on a single Department administrator and the effect this has on the administrative responsibilities of members of teaching staff. Overall, we were satisfied with the Rector's responses to our questions. We were also

pleased to hear that the planned expansion of the Department's programme offering is tied to an increase in the number of permanent staff.

Strengths

The Department is reasonably resourced, and there is a sensible division of labour between central university and departmental resources. Plans for future expansion are tied with increases of teaching staff.

Areas of improvement and recommendations

Our main concern was that, while the system appears to be working, reliance on a single Department administrator increases the administrative load on members of teaching staff, and may therefore not prove sustainable as the Department grows.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
7. Resources	Compliant

C. Conclusions and final remarks

The Committee believes that the Department is clearly compliant with the applicable standards of assessment and gladly recommends its accreditation. The documentation in the application pack was very thorough and informative, all our requests for further information were answered swiftly and fully, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant and constructive.

Despite its 'youth' as an Institution, and the challenges of a saturated market, the Department has managed to recruit a strong and research-active body of scholars, and offers a suitable range of study programmes. It has a clear strategic plan and has so far been effective in delivering on it. Internal quality assurance mechanisms are robust, the learning & teaching experience is well-structured and adequately supported, and there is a very clear synergy between faculty's research expertise and their teaching areas. We welcome the University's plans to expand the Department's course profile, as long as this comes with additional investment in teaching and academic personnel. We would recommend a reconsideration of the teaching workload of the academic staff in combination with the high administrative burden they are bearing, in order to allow them to have more time on research, which is very important for the Department and in line with its mission statement.

The few concerns we had about the Department's processes are sporadic, not systemic, and they can all be addressed reasonably easily. In particular, the Department should consider the ECTS weighting of placements, take further steps to ensure that learning is student-centred; that delivery is more varied in mode and includes Cypriot law databases more fully in its skills provision; and that collaboration with professional bodies is better integrated into its programmes of study. Moreover, we believe that the Department should do more to ensure that its existing process for translating student feedback into teaching improvement works in practice and not just in theory. Greater emphasis on qualitative feedback (e.g. 'Strengths', 'Weaknesses', 'Action Points') in Supervisor and Self-Assessment Reports would be a step in the right direction. We also believe that the Department

would benefit greatly in its research culture by encouraging and funding colleagues' participation in international conferences (whether or not they are presenting).

D.   Signatures of the EEC

Name	Signature
Joanne van der Leun	
Emmanuel Voyiakis	
Eleni Kosta	
George Kyriacou	
Eirini Andreou	