

Doc. 300.3.1

Date:

External Evaluation Report (Departmental)

- Higher Education Institution:
Frederick University
- Town: Nicosia/Limassol
- School/Faculty: Business & Law
- Department: Law
- Department's Status: Currently Operating
- Programme(s) of study under evaluation:
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

ΔΙΚΑΙΟ, Πτυχίο Νομικής (4 έτη, 240 ECTS, τρέχον πρόγραμμα)

In English:

Law, LLB (4 years, 240 ECTS, currently operating)

Programme 2

In Greek:

ΔΙΚΑΙΟ, LLM στο Δημόσιο Δίκαιο (3 τρίμηνα, 90 ECTS, νέο πρόγραμμα)

In English:

Law, LLM in Public Law (3 semesters, 90 ECTS, new)

Programme 3

In Greek:

ΔΙΚΑΙΟ, Διδακτορικό (3 έτη, 180 ECTS, νέο πρόγραμμα)

In English:

Law, PhD (3 years, 180 ECTS, new),



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 2021 [L.136(I)/2015 – L.132(I)/2021].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Law	LLB
	LLM in Public Law
	PhD in Law
	European Law (3 academic semesters, 90 ECTS, Master (LLM) <i>Joint with Hellenic Open University</i>
	Maritime Law and Shipping Management (3 academic semesters, 90 ECTS, Master (MA/LLM)) <i>Interdepartmental with Department of Maritime Transport and Commerce</i>
	Maritime Law and Shipping Management (3 academic semesters, 90 ECTS, Master (MA/LLM), Distance Learning) <i>Interdepartmental with Department of Maritime Transport and Commerce</i>



A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited the Department of Law, School of Business & Law at Frederick University, Cyprus for the purposes of the Department's accreditation. Due to the exceptional times, an on-site visit was not possible, so the external evaluation and the site visit took place online on May 4 and 5, 2022. The members of the EEC studied the application for the accreditation of the programmes of study and formed an impression at the subsequent virtual site visit.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikolaos Bitzilekis	Professor	Aristotle University, Greece
Emmanuel Voyiakis	Professor	LSE
Aikaterini Pantazatou	Associate Professor	University of Luxembourg
George Kyriacou	Lawyer	Cyprus Bar Association
Maria Christoforou	Student	University of Cyprus
Name	Position	University



C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- ***The report may also address other issues which the EEC finds relevant.***



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 (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		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.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
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.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		



The Law Department at Frederick University is still relatively 'young', but it has a clear mission and the capacity to carry it out. The SWOT analysis seemed to us perfectly adequate. We would encourage the Department to make even clearer its long-term objectives (the application focuses mostly on the short- and medium-term objectives). We are also satisfied that the relevant stakeholders participate in the development of the Department's strategy, and would encourage the Department to maintain the close connection of its programmes with the practice of the legal profession in Cyprus.

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 programmes offered in the Department cohere very well with each other. The LLB is a staple of Law Departments across the world, the existing LLM programmes and the proposed LLM in Public Law rely on the Department's research strengths, and the proposed PhD programme will strengthen the Department's research culture, in line with the Department's strategic plan. The Department's place within the School of Business & Law looked to us natural and coherent, especially given the small size of the Law Department, and the offer of collaborative MA/LLM degrees supports this conclusion.

Provide suggestions for changes in case of incompatibility.

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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.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
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.	4

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

The Department has a clear social orientation evidenced by the wealth of public events it organizes, and the practical focus of its programmes. Moreover, the presentations left us with the clear impression that the Law Department sees the reform and modernization of Cypriot Law as one of the key aspects of its mission. The Department does not appear to have its own mechanism for maintaining communication with its graduates. This is understandable given its small size, and we are satisfied that the University's



services are active and helpful in that regard. As the pool of its graduates grows, we would encourage the Department to create its own alumni network, as such networks can help establish the Department's distinctive reputation and create further opportunities for positive societal impact.

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.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
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 EEC was impressed with the quality and range of the Department's teaching staff, and is convinced that they have all the formal and substantive skills to deliver on the Department's programmes. The University's funding and quality assessment processes are robust and transparent. The Department itself has identified the recruitment of high-level students as a continuing challenge, but we are satisfied that the University and the Department are working hard to meet it. The planned offer of generous financial help to PhD students and the existing low fees for the LLB should help in that direction. We would also note that the alumni we spoke to appeared to us to have a great sense of loyalty to the institution and we would encourage the Department to capitalise on this.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The Department expects the number of students in its existing programmes to remain stable, see table below. The SWOT analysis indicates that the number of new students in the LLM programme is expected to be around 20-30. The application states a similar number for PhD students, but that seems to be a mistake, which we would ask the Department to correct. A more realistic number for PhD student recruitment would be around 5-8, at least in the first few years of the new programme.

	Program	Country of Origin	Number of Students*				
			2016 2017	2017 2018	2018 2019	2019 2020	2020 2021
1.	Bachelor of Laws (LLB)	Cyprus	111	109	113	100	101
		European Union	14	21	32	39	50
		Third Countries	0	0	1	1	2
		Total:	125	130	146	140	153
2.	MA/LLM in Maritime Law and Shipping Management, Conventional	Cyprus	1	14	10	7	6
		European Union	0	2	1	0	1
		Third Countries	0	0	0	0	0
		Total:	1	16	11	7	7
3.	MA/LLM in Maritime Law and Shipping Management, Distance Learning	Cyprus	0	1	10	5	5
		European Union	4	6	1	19	27
		Third Countries	0	0	0	0	0
		Total:	4	7	11	24	32

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department is still relatively 'young' but it has a clear mission, very good quality of staff, and the programmes it offers are well thought out and fit with the Department's research strengths and societal orientation. A near-saturated market creates challenges for growth, but the Department and the University as a whole are working hard in that direction, and we are convinced that prospects are good.

Strengths

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

Very qualified staff
Strong orientation to legal practice and reform
Coherent programme offering
Promising strategy for growth
Loyalty of alumni to the institution

Areas of improvement and recommendations



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

Need to clarify the expected number of PhD students

In time, create a law-specific alumni network

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

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



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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

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.	4
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	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5



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

As a general matter, the University's processes and systems appear robust and effective. We observed a very healthy staff gender balance and an overall impressive culture of maintaining quality across the Department and its programmes. In discussion, the Department agreed that it is important to keep an eye on the (internationally well-documented) risk of gender discrimination in student feedback, and we would recommend that the matter be under rolling review at the level of the University.

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, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
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	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5



2.2.11	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.	5
2.2.12	The Department analyses and publishes graduate employment information.	5
2.2.13	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	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	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
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	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.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5

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

We are satisfied that the Department's processes of quality assurance are very good and that the programmes are adequately resourced. With regard to 2.2.12.2, we encouraged the Library to obtain access to specialist material (Kluwer) that seemed to us useful for certain courses, though overall the coverage is already wide and adequate. With regard to 2.2.12.3, the online nature of the visit did not allow us to inspect the suitability of the teaching rooms, though the available information suggests no obvious problems. With



regard to 2.2.13 and 2.2.15, we had a thorough discussion about the Department's unusual choice to offer its taught programmes in both Nicosia and Limassol. We are satisfied with the Department's explanations of its rationale in respect of the LLB and, especially, with the Department's willingness to keep the question under review in respect of the proposed LLM programme. With regard to 2.2.17-2.2.19, the PhD programme has not begun to operate, therefore our score on these questions is based on our findings in relation to the programme proposal. The planned 90% discount to PhD fees should make the institution very attractive to prospective students.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

We are satisfied that the Department's quality assurance processes are robust and that there is a strong overall culture of quality. The Department's choice to operate its taught programmes in two cities is unusual but it is adequately justified and the programmes are well supported and their quality regularly and robustly reviewed.

Strengths

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

Variety of teaching methods (both practice-based and theoretical)

Programmes oriented towards student needs

Robust quality assurance processes and culture of quality

Impressive commitment to developing the Department's research culture

Areas of improvement and recommendations

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

Maintain focus on potential gender discrimination in relation to student evaluations/feedback

Keep under review the policy of offering all taught programmes in both Nicosia and Limassol

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)

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

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

3.11 Internationalization of the Department and external collaborations. 5

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

The Department is still relatively small, but it appeared to us very well administered, and all the services appear transparent, inclusive and effective. The Department's decision-making bodies appear to be sufficiently autonomous from those of the University, and the whole administrative structure appears well-suited to the size of the institution. The University as a whole and the Department have a healthy and growing list of international collaborations.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

See above

Strengths

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

Very clear and effective administrative structures and procedures
Clear separation between administrative and academic bodies
Clear separation between University and Department decision-making

Areas of improvement and recommendations

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

None

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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

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	Intended learning outcomes, 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.	5

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

The Department's systems of programme and course design and review are exemplary. Students are regularly involved in those systems, and we are also convinced that the programmes are sensitive to the input of employers and professional bodies. The learning outcomes bear appropriate correspondence to the EQF and the relevant legislation, and the practical orientation of the teaching helps ensure effective integration with practice. Many students commented specifically on this last aspect.



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.	5
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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The small size of the cohorts has helped enhance interaction and communication between staff and students, and all the processes on the organisation of teaching appeared to us effective and in line with international standards. In particular, the criteria of assessment are clear, feedback is timely (two weeks), the assessment methods are suited to the subject, and the rules allow for appeal of exam results. Though the current system is not deficient, we would encourage the Department to consider introducing alternative assessment methods to its standard 60% exam - 30% assignment – 10% participation model, in line with modern international practice, e.g. through longer assessed essays. This will be particularly valuable in adding a research component to the skills students obtain from their programmes, especially in the LLM.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

See above



Strengths

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

Clear and effective organisation of the learning and assessment process

Clear assessment criteria

Small cohorts enhance interaction

Areas of improvement and recommendations

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

Consider diversifying assessment methods, especially in the LLM programmes (see note above)

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

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

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.	4
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.	5

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

As noted above, the quality of teaching staff is excellent. Moreover, both the gender balance and their spread across levels of seniority is very healthy. However, the Department recognizes that, as its programmes increase, staff numbers will need to follow suit, in order to maintain standards and not to undermine the Department's commitment to developing its research culture.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work



- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

The Department employs 17 full-time and exclusively employed members of staff
It employs 7 special teaching staff
It employs 6 Visiting Professors.
The overall ratio of permanent and non-permanent staff is 85%-15%

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department has attracted an excellent team of staff, with a very healthy gender balance and spread across degrees of seniority. The ratio between permanent and visiting staff is exemplary.

Strengths

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

Gender balance

Spread of junior-senior staff

Ratio of permanent to visiting staff

Areas of improvement and recommendations

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

As the Department's programme offering grows, it will be important to increase staff numbers, in order to maintain quality and not to undermine the Department's effort to develop its research culture.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant



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

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

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.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		



The application notes that "the Department faces a number of weaknesses the greatest of which is lack of more research". We agree. The Department has a very impressive body of research-capable staff with an international research outlook, so it is important to create the conditions for that potential to result in a greater number of international publications. We would also encourage the Department to integrate research more closely with its teaching programmes, especially at the LLM level (where the production of an LLM thesis is currently merely optional). The new PhD programme will certainly help in that regard

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

See above

Strengths

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

Strong roster of research-active staff

Strong commitment to building a research culture

Areas of improvement and recommendations

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

Need for greater focus on international publications

More focus on integrating research into the teaching programmes, especially at the LLM level

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources (ESG 1.6)

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

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

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.		
See findings below		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the level and the use of resources clearly meet the required standards. The budget includes academic events, faculty development, staffing requests, and capital expenditure related to the program. There is a budget template for each academic year, to ensure sound and efficient management of the available financial resources, and the budget is appropriate since it is based on the mission and its strategic planning. Transparency is ensured by the fact that the budget must be approved by the University Senate and Council, and is reviewed annually. The many available funding opportunities and scholarships suggest that the University's profits and any



donations are used to develop the University and its Departments and programmes further. As discussed above, we had a detailed discussion about the resource commitment of operating all taught programmes in two cities/campuses, but we have been convinced by the Department's rationale for this unusual choice and encouraged it to keep the relevant policy under review in order to ensure that the programmes are adequately resourced in both campuses. The Department has been very receptive to that suggestion.

Strengths

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

Clear University commitment to investing in Departments and new/existing programmes
Generous scholarship schemes
Transparent funding policies and budget administration

Areas of improvement and recommendations

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

The Department should keep under review its policy of offering all taught programmes in both Nicosia and Limassol, with particular focus on its human resource implications.

Please ✓ what is appropriate for the following assessment area:

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



D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The EEC 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 thorough and informative, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant and constructive. We have been particularly impressed with the openness of the Department to our questions and suggestions, and would like to commend the Chair, Vice-Chair and other officers and staff of the Department for their hard work and constructive attitude.

The Law Department is a relatively recent addition to Frederick University, but it has managed to recruit a strong and research-active body of scholars. The range of its programmes is increasing and diversifying, especially with the development of further LLM courses and the creation of a PhD programme. The Department has a clear strategic plan, a vision for its role in relation to Cypriot society and Cypriot law, and has so far been effective in delivering on those fronts. Internal quality assurance mechanisms are robust, and the learning & teaching experience is well-structured and adequately supported. The very few improvements we have suggested in the Department's policies and processes (development of a Department-centred alumni network; information-gathering on potential gender bias in student evaluations/feedback; diversification in course assessment) are not systemic, and mostly consist of suggestions that, in our view, would help the institution further its aims and stated policies. Given the quality of its staff, we believe that the Department is fully justified in wanting to develop further its research culture, so we would encourage it to maintain focus on encouraging staff to publish internationally. Both this objective and the expansion of the Department's degree programmes, as well as the continuing offer of all its taught programmes in both Nicosia and Limassol require additional investment in academic personnel.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Nikolaos Bitzilekis	
Emmanuel Voyiakis	
Aikaterini Pantazatou	
George Kyriacou	
Maria Christoforou	
FullName	

Date: May 10, 2022