



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



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Date: Date

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Limassol
- **Town:** Limassol
- **School/Faculty:** Department of Law
- **Department:** Department of Law
- **Department's Status:** New
- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Bachelor of Law (4 academic years, 240 ECTS, bachelor LLB, Conventional

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:



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
Department of Law	Bachelor of Law (4 academic years, 240 ECTS, bachelor LLB, Conventional)

A. Introduction

The on-site visit took place on March 4, 2025 at the current premises of UoL. The EEC visited only one building in UoL and our understanding is that the new LLB will run in this building until the new campus is finalized around 2029-30. The site visit lasted from 9 am to 18:30 and followed closely the posted schedule. All scheduled participants were present. The climate of communication was positive, open and constructive. The last meeting was with the dean of the SSH School, the Vice-Rector for Academic Affairs and the departmental leadership where the EEC had the opportunity to communicate and briefly discuss certain preliminary yet substantive findings. This report describes in greater detail the conclusions and recommendations of the EEC regarding the newly established department of law.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Panagiotis Delimatsis	Professor of Law	Tilburg University, the Netherlands
Elaine Fahey	Professor of Law	City St. Georges, University of London, UK
Ulf Linderfalk	Professor of Law	Lund University, Sweden
Constantine Lambrianides	Advocate	Nicosia Bar Association
Erini Zacharia	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.	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.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with European and international practice.	4
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.		

The department has a mission statement and objectives which are well articulated. The strategic planning of the department is well-articulated, notably when comparing the projected number of students with the commensurate growth with new hires and continuous training for existing staff. The programme of study (LLB) is the first programme to be offered by the department and reflects its young academic profile. Academic community is involved through the advisory board and stakeholders as well have given input on the development of the study programme. The mechanism for collecting and analyzing data is not very sophisticated in the EEC view but may become after the programme is launched and thus data can be generated and gathered.

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).

This is the first programme offered by the department so N/A for the first point. On the second point, the Department forms part of the School of Social Sciences and Humanities and nicely complements its offering. It is also quite commendable that staff from other departments will be associated with the Law Department and offer courses as electives that can complement legal education.

Provide suggestions for changes in case of incompatibility.

The department should make sure that it has a proper strategic plan that is commensurate with the progressive growth it strives for (as projected in the departmental budget). Short-, medium- and long-term objectives should be identified with respect to new hires, strategic choices and training for teachers as well as support staff.

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.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	NA

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

Societal impact is central in the thinking of the Department. The EEC encourages the Department to further explore possibilities as it appears that more can be done in terms of activities, short professional education programmes, linking legal education with practice and so on. As there are no graduates, no communication mechanism is there for the EEC to assess.

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
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
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.	3

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

The Department has adequate procedures for attracting and selecting teaching staff. As the programme of study to be offered is in Greek, job vacancies are advertised in Greek. Existing hires are of very good quality. Teaching experience however is limited or non-existent, notably for STS, which is worrisome and will have to be addressed, as explained in the programmatic report, through intensive training, continuous education, mentoring by more senior staff and of course new hires at the associate/ full professor level. The Department has a well-thought strategy to attract students from Greece and Cyprus and funding is not structural but appears to work for now. The EEC is of the view that funding should become structural in the medium run for teaching staff and learning resources at least. The budget seems to address that but more clarity would bring reassurances for the sustainability of the Department.

Additionally, write:

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

20-30 students for the first cohort, and then growth by 30 each subsequent year to reach 120 in 2029. Greece and Cyprus are the targeted markets.

Findings

The department is composed of young and enthusiastic researchers. Quality assurance policies, regulations for recruitment, promotion and everyday operation are in place. Codes of conduct and handbooks spell out the rules and regulations to follow. An academic integrity document is missing and the Department should adopt one, as suggested by the EEC in the programme report.

Strengths

- The EEC considered the accreditation process to show a well thought-out degree scheme being developed in light of international best practice and with attention to the contemporary needs of lawyers and society in the EU, internationally and domestically and in particular attention to international audiences and international communities.
- Low prospective staff-student ratio, offering excellent possibilities for students to interact on a regular basis with academic staff.
- Contacts with legal industry and bar associations can provide opportunities for internship and placement.
- Local bar association being particularly supportive and enthusiastic about the prospect of having a local Law Department.
- Very good connections with the local community, which can enrich the student experience.

The marketing budget appears to be significant and a well-thought strategy is in place. This will be important for the first two years after launching the program. Generally, ensuring credible and sustainable funding for the new programme of study is important during that period, as competition among LLB programs in the Greek-speaking world is expected to be fierce in the short run.

Areas of improvement and recommendations

- The EEC was concerned by the ambition to grow while the programme still runs at the current premises. It would appear that the space is rather insufficient to accommodate the new cohort (and also allow for the implementation of the innovative teaching methods the academic staff had in mind) if student numbers grow as projected in the department's budget.
- The EEC was concerned by the breadth of the programme, which could jeopardize its depth.
- Due to the currently low number of FTEs and the relatively low target number of the first cohort, the EEC would recommend having less electives to prevent competition among them
- Instead, the EEC recommends considering the introduction of one-day (or half-day) masterclasses on timely topics such as AML, government procurement, or fintech and the law, where the institution could invite established experts (eg experienced legal practitioners from the Limassol Bar or other Cypriot or Greek Bar Associations) or academic researchers from other institutions.
- Generally, in view of the good reputation of the management programme of the institution, the EEC would recommend exposing law students to academic material

relating to economics and business, which would most likely also be in line with local market needs.

- The EEC did not receive sufficient clarity as to how the programme ensures the gradual development of students' soft skills. Well-thought variation in the exam methods could address this point, coupled with a regular offering of training by the library and IT services
- The EEC recommends the adoption of the European Code of Conduct relating to academic integrity.
- The course titled "Law of Free Competition" should be titled "Competition Law". The Trust Law module (Law -440) is offered to both the Cypriot and Greek path. Nevertheless, this module is more appropriately aligned with Cypriot Law rather than Greek Law. The same may be applicable for other courses such as Intellectual Property Law, Consumer Law, Arbitration Law and Banking Law, although there may be a certain degree of commonalities between Greek and Cyprus Law.

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	Partially 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.	4
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	3
2.1.4.2	Research	4
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.

The Department followed UoL assurance procedures and systems and appeared to have detailed policies in place to deal with a variety of admissions, assessment, student engagement, feedback and other student experience issues overall. It had detailed policies that could be adopted and evolved further as students were admitted onto the programme and their impacts and effectiveness evaluated further. The Department had quality assurance procedures that envisaged this developmental stage.

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.	4
2.2.2	The system and criteria for assessing students' performance in the subject of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	NA
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.	4
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.	4

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	3
2.2.12.2	Library	3
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
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.	NA
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.	NA
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	NA
2.2.20	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 state of the current building infrastructure as had been identified in the programme report was a cause for concern but the subject of development. Library resources issued had been identified by students as outlined in the programme report. Professional services supports and infrastructures already were in place and the subject of ongoing hiring and a variety of staff had engaged with the EEC, demonstrating how a student-

centred perspective was at the core of quality assurance. As yet there were no doctoral students in the Department given the current levels of staffing and its embryonic stage.

Findings

The Department has a code of conduct/handbook in place ensuring that any discriminatory, unfair or unjust treatment is adequately addressed. Additional guidelines about student assessment are provided in the UoL regulations. The EEC was of the view that internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. The EEC did not come across an elaborated document on academic integrity. In this regard, the institution could consider endorsing the European Code of Conduct for Research Integrity, notably because it aspires to be active in seeking research funding from Europe. This is necessary in particular in case of research papers and projects with an empirical component. Additionally, the institution does not appear to have a well-thought open access policy. While requests appear to be treated in an expeditious manner, it would make sense to have a policy that informs the researchers about possibilities upfront. The EEC would think that there is leeway for cooperation with other institutions based in Cyprus.

The EEC was of the view that the organisation and the content of practical training support achievement of planned learning outcomes and met the needs of the stakeholders, e.g. law firms in Limassol, whereby placements appeared to be central to the programme of study, i.e. the needs of stakeholders were considered. This formed part of the quality assurance procedures.

The criteria for and method of assessment, as well as criteria for marking, were putatively indicated to be published in advance. Assessment as envisaged appeared to the EEC to enable students to demonstrate the extent to which the intended learning outcomes have been achieved. Students were likely to receive high quality feedback linked to advice on the learning process.

Strengths

- The EEC was impressed by the comprehensive and careful documentation overall. Documentation was voluminous and engaged with a multitude of good practice assessment procedures, sought to evolve its own quality assurance at all times and was clearly evolving, even though emanating from a younger University structure.
- The structure of the Department had been developed carefully and in great detail and showed attention to career progression of staff. Quality assurance was well built in as to all aspects of operations and had been well institutionalised.
- Good quality and dedication of support staff.
- A UoL-wide scheme introducing a research budget for each faculty members and research performance-based bonuses that can be used to further enhance staff members' research objectives and achievements.
- Support staff with a problem-solving mentality, allowing smooth student progression.
- The Department was engaging with a range of stakeholders and the local community in a variety of ways.

Areas of improvement and recommendations

- Although quality assurance committees were inbuilt into assessment practices, broader structural staffing issues, e.g. seniority 'gaps' in staffing, entailed that significant risks were present in assessment issues.
- Mentoring and peer review arrangements for staff, including so-called flying faculty within the percentage that is allowed by the Agency, were advised by the EEC in order to build essential expertise. This would enhance quality assurance as to assessment but also would be essential for the younger staff as they aim to grow in their capacity as full-fledged academics.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Partially compliant
2.2 Quality assurance for the programmes of study	Partially 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.	4
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.	NA
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.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

An Erasmus office exists to support the internationalisation of the Department. The EEC had met with a newly appointed officer who outlined the Department intentions and objectives. As to quality assurance and the student experience, the EEC found that a formal procedure for student appeals was in place at university level and student services had experience in dealing with complaints, appeals and student experiences and expectations as to assessment. The EEC found that appropriate procedures for dealing with students' complaints regarding the process of teaching and learning were set by assessment processes and procedures of the University. Quality assurance procedures were detailed and multifarious, with appropriate levels of oversight, accountability and transparency. The state of accreditation entailed that the Department was not yet fully functional as implied by the criteria.

Findings

The Department adopted UoL governance procedures and quality assurance practices and had detailed policies in place for their roll-out. The UoL has an elaborate structure of quality assurance committees and mechanisms to facilitate monitoring and provision of feedback. The administrative structure appeared broadly in line with legislation and the mission of the Department, wherein staff and students would participate. The Department has an elaborate structure of quality assurance committees and mechanisms to facilitate monitoring and provision of feedback. It has the necessary mechanism in place to identify academic fraud; plagiarism software (Turnitin) that incorporates the latest plugins is in use. Processes appear to have a formal status and a certain protocol is followed based on well-defined roles. The quality assurance and internal evaluation mechanisms seem to be functional and adequately organized, supporting the overall programme offering and the tasks that the academic staff performs. The quality assurance and internal evaluation mechanisms seem to be functional and adequately organized, supporting the overall programme offering and the tasks that the academic staff performs.

Strengths

- The Department envisaged significant internationalization as evidenced by the activities of its Erasmus officer.
- The Department had outlined a range of quality assurance procedures that indicated it would adopt best practice and concern for student-centred education. This was also evident from meeting relevant professional services staff who supported the operations of the department.
- The Department outlined in a range of documents and in all salient panels the adoption of excellent quality assurance procedures.
- The Department appeared to operate within an effective governance structure applicable at faculty level and aligning well with emerging good governance practices operable at UoL. The governance structures were outlined in particular by the University rector to the satisfaction of the EEC that they represented key UoL policies, practices and procedures

Areas of improvement and recommendations

- The staffing of the department was a general concern of the EEC where its relatively junior composition and lack of a full professor/ full-time staff member with sufficient management/ leadership experience appeared to impinge its capacity to function. This affected its administration overall.
- English language modules going forward could be considered to aide with the rollout of internationalisation subject to appropriate staffing

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	4
4.1.2	Students and other stakeholders, including employers, are actively involved in 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).	4
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 has an adequate system for designing the programme of study, building on the expertise of existing staff. Stakeholders were involved in the development of the programme. it should be ensured that they are also involved in the assessment and future review of the program. ILOs are well-designed but it further needs to be ensured that the ILOs of each course match the ILOs of the programme as well as to how each course's ILOs contribute in achieving the objectives of the

programme. Other than bringing practitioners in class, the Department could also introduce short masterclasses to complement the study programme.

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.	4
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.	4
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.	4
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

The EEC found that the teaching methods, tools and material used in teaching appeared modern and effective and support the use of modern educational technologies and the programme focused upon immersive learning. There is a combination of formative and summative components, as noted earlier. However, it remains unclear how these will play out once the programme is launched. Variation, as mentioned, is important in the use of teaching, learning and assessment methods to allow for an overall rewarding learning experience.

Findings

The process of teaching and learning was found by the EEC to be designed to support students' individual and social development. The programme places a strong emphasis on its salience to the local community and student centred teaching generating skills.

The process of teaching and learning appeared to the EEC to be flexible and open to new methods and issues (e.g. AI/LLM tools). Innovation appeared central to the programme although it was

unclear what it consisted of, as the programme is new. The programme appears to use a variety of pedagogical methods and was concerned with the achievement of planned learning outcomes. The panel suggested a range of other teaching and learning methods to be considered, e.g. groupwork, AI Chat GPT exercises particularly when staff got qualified.

In the view of the EEC, students appeared to be encouraged to take an active role in creating the learning process. From the meeting with students, the EEC gathered that student feedback was important for the operation of other programmes such as the MBA. Student services were broad and developing eg through recruitment ongoing but appeared impressive in their range and depth even at this early stage.

The implementation of student-centered learning and teaching appeared to the EEC to clearly encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher as evidenced through the teacher training required and the processes to build in stakeholder engagement.

Mutual respect within the learner-teacher relationship appeared in the view of the EEC to be promoted whereby student activities appeared central to the programme, breaking with didactic one-way directive learning methods of old. This was repeatedly mentioned to the EEC by the Department chair.

The implementation of student-centred learning and teaching appeared to the EEC to respect and attend to the diversity of students and their needs, enabling flexible learning paths (as evidenced, for instance, through assessment regulations and our meetings during the site visit).

The EEC found that appropriate procedures for dealing with students' complaints regarding the process of teaching and learning were set by assessment processes and procedures of the University. Quality assurance procedures were detailed and multifarious, with appropriate levels of oversight, accountability and transparency.

The EEC met with stakeholders who provided extensive feedback. As a result, it was possible to conclude that practical and theoretical studies are interconnected as evidenced by the high commendation of the local bar association and law firms as to the place of practice in studies, the breadth of compulsory and elective courses and the place of moots and other practical legal skills training in the programme of study.

The EEC was of the view that the organisation and the content of practical training support achievement of planned learning outcomes and met the needs of the stakeholders, e.g. law firms in Limassol, whereby placements appeared to be central to the programme of study, i.e. the needs of stakeholders were considered.

The EEC found that assessment procedures appeared potentially to be consistent, although as yet were difficult to judge at this point in time. Assessment plans appeared overall focused upon partial coursework. As noted earlier, though, the EEC would consider it important to ensure that there is central coordination as far as concerns the different methods of assessment across semesters and courses.

The criteria for and method of assessment, as well as criteria for marking, were putatively indicated to be published in advance. Assessment as envisaged appeared to the EEC to enable

students to demonstrate the extent to which the intended learning outcomes have been achieved. Students were likely to receive high quality feedback linked to advice on the learning process.

The EEC found that a formal procedure for student appeals was in place at university level and student services had experience in dealing with complaints, appeals and student experiences and expectations as to assessment. The EEC found that the regulations for assessment appeared to make provision for mitigating circumstances.

Strengths

- The programme of study is modern, innovative, well-thought-out and of value to the needs of stakeholders and the local community with respect to its teaching and learning methods.
- The programme is under development by a small cohort of younger academics who are highly motivated to engage with contemporary cutting-edge issues of salience to a newer generation of law students and law studies in the era of digitization.
- The EEC was impressed by the comprehensive and careful documentation overall. Documentation was voluminous and engaged with a multitude of good practice assessment procedures, sought to evolve its own quality assurance at all times and was clearly evolving, even though emanating from a younger University structure.

Areas of improvement and recommendations

- The EEC found that a broader diversity of more contemporary teaching and learning practices could readily be inbuilt into the programme to engage better with the considered views of stakeholders but also more cutting-edge pedagogical practice.
- Although quality assurance committees were inbuilt into assessment practices, broader structural staffing issues, e.g. seniority 'gaps' in staffing, entailed that significant risks were present in assessment issues.
- Mentoring and peer review arrangements for staff, including so-called flying faculty within the percentage that is allowed by the Agency, were advised by the EEC in order to build essential expertise. This would enhance quality assurance as to assessment but also would be essential for the younger staff as they aim to grow in their capacity as full-fledged academics.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	3
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.	3
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	N/A
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.	3
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
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.	3
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.	3
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5
Number of academic staff working full-time and having exclusive work: 5 - Number of academic staff working part-time: 2 - Number of academic staff working full-time and are in leave: 1 - Number of Special teaching staff working part-time: 3 - Number of Visiting Professors: 0		

Findings

As planned, the Law Programme will offer compulsory and elective courses amounting to altogether 432 credits. Resident faculty members count altogether seven people. Their work-load corresponds to six full time equivalents. The plan is that each full time equivalent will do six courses yearly. That accounts for 216 of the 432 credits. The remaining 216 credits will be taught by visiting academic and special teaching faculty. Special teaching faculty count altogether three people. While the EEC has not been given any information on how many new resident and visiting faculty members that the Law Department would plan to recruit, in case it would be accredited, it is left with the impression that the Department is understaffed to accomplish set objectives. While the current staff would seem to have the necessary legal competence, the EEC was taken aback by the lack of teaching experience of most faculty members, both full- and part-time. That may not only affect the quality of teaching but also the assessment of student performance. The ratio of the resident and special teaching staff is 1 to 1, which seems to the EEC less than satisfactory given the objective to offer a qualitative Law Programme.

Strengths

- Staff recruitment criteria are clear and transparent. Annual evaluation processes ensure that they remain in focus throughout the career of resident faculty members and converted into action.
- The Law Department encourages staff members to teach in other programs offered at the University, outside of the Law Programme. This incites interdisciplinary approaches and collaboration across academic disciplines.
- The Law Department outlined overall a viable and laudable incentive structure for faculty research and publications that was highly competitive from an international perspective. This will help to ensure that teaching and research remain mutually reinforcing.

Areas of improvement and recommendations

- The EEC recommends that the Law Department makes the resort to external reviewers compulsory for the recruitment of permanent staff, and at least the assistant, associate and full professors.
- The EEC thinks it desirable that the Law Department safeguards the 40% research time ceiling and ensures that the amount of teaching of the resident faculty members does not exceed what is reasonable, given that the Law Department is also expecting them to do significant research, quantitatively as well as qualitatively, and to establish the university as a research institution.
- The Law Department should ensure that all resident faculty members have a PhD degree in law and strive for better gender balance for permanent staff.
- The EEC strongly recommends that the Department recruit at least one Associate Professor in the short run (and also a Full Professor by the time the new campus is ready at the latest) to ensure there is sufficient experience and authority to lead and give the Department an international profile.
- The EEC was taken aback by the number of elective courses. When no more than 25-30 students are enrolled in the Programme, offering twenty elective courses does not make

sense. This could be set as an ideal for the future, when the number of enrolled students is significantly higher. In the meantime, it would seem preferable that the Law Department spent much of these resources on other things. What could also make electives viable is to offer them only when more than 10-15 students have registered for the course.

- The Department should ensure that there are resources and available staff to replace resident faculty members in case they obtain a research grant or a research bonus that allow them to buy out of some teaching.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Partially compliant
Teaching staff recruitment and development	Partially 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.	4
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.	5
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.	4
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 Department could consider endorsing the European Code of Conduct for Research Integrity, notably because it aspires to be active in seeking research funding from Europe. The Department should consider adopting an open access policy.

Findings

Policy documents of the University emphasise that research and teaching are mutually reinforcing. The Law Department has structures that serve the realisation of this objective. To illustrate, all resident faculty members must have a PhD degree. Annual evaluations of members and decisions on promotion are based on their performance as both researchers and teachers. Members are required to participate actively in research seminar series, as commentators and presenters. They are encouraged to seek collaborations with researchers outside of the Law Department. Participation in conferences is encouraged and the cost of participation in such conferences will be covered by the university up to a maximum of €2,000 yearly. Bonuses are awarded for the publication of articles and monographs depending on the ranking/prestige of publication fora.

All of the seven resident faculty appear to be active researchers. However, the length and quality of their respective research portfolios vary, but in no case does it exceed what can be considered normal for such young academics. The EEC is of the view that the research time of young academics in particular will have to be safeguarded so that no overwhelming teaching obligations are imposed on any faculty member at any given time. In that regard, the Dean and the Chair of Department will have to make sure that the research time of 40% is respected.

There is no information on the collaboration of resident faculty members with partners within and/or outside of the Law Department, in Cyprus or abroad. As noted earlier, Erasmus+ possibilities and short research or teaching stays in other academic institutions during non-teaching periods should be actively explored and supported by the institution's internal structures.

Faculty members undergo evaluation of their performance annually. The evaluation is carried out by the Dean, who is assisted by the Department Chairperson. The main criteria for the performance review are research, teaching, performance of administrative duties, outreach and leadership.

To help develop the professional skills of faculty members, and in particular their research portfolio, they may be granted a sabbatical leave. To become eligible for a sabbatical leave, members must have served a minimum of seven years as resident faculty. Decisions on sabbatical leave are made by the Dean in consultation with the Department Chair.

The Visiting Academic Faculty are an integral part of the University. They have a long-term relationship with the institution and are called in to carry out all kinds of tasks: to teach, to conduct research, advise students, participate in committees and conferences and deliver executive education. They serve as members on School, Department and University committees. They are consulted on academic issues, such as curriculum design, standards and faculty recruitment. There is an expectation that they collaborate in research with resident faculty.

Visiting faculty should have a proven research and teaching record from reputable universities. New visiting faculty positions are advertised in international academic media. Applications are reviewed by the School's Faculty Selection and Promotion Committee. This is also the body that decides whether to offer applicants a contract or not. As the Law Department is yet to be established, no such visiting position could be assessed.

Special Teaching Faculty (STF) are hired primarily to teach and not to conduct research. To be eligible for a contract as a special teaching faculty, a person does not need to have a doctoral degree, although this is preferred. STFs must not exceed 30% of the number of the TRF members of the University. They are selected by the Department Chairperson in consultation with the Programme Director and approved by the Dean. The selection is based on three criteria: field expertise, teaching experience and communication skills. Depending on their level of experience and their skills, STFs are ranked as either associate or assistant lecturers.

Strengths

- A UoL-wide scheme introducing a research budget for each faculty member and research performance-based bonuses that can be used to further enhance staff members' research objectives and achievements.
- The Law Department outlined overall a viable and laudable incentive structure for faculty research and publications that was highly competitive from an international perspective.

Areas of improvement and recommendations

- The EEC thinks it desirable that the Law Department safeguards the 40% research time ceiling and ensures that the amount of teaching of the resident faculty members does not exceed what is reasonable
- An expeditious open access publication process should be seriously explored, potentially in collaboration with other academic institutions in Cyprus and Greece.
- The Law Department could think of establishing further incitement that encourages increased research and a higher number of publications in high-ranking publication fora. This could include small writing grants for participation in calls for papers, for instance.
- The Law Department should ensure that there are resources and available staff to replace resident faculty members in case they obtain a research grant or a research bonus that allow them to buy out of some teaching
- The Department could consider endorsing the European Code of Conduct for Research Integrity, notably because it aspires to be active in seeking research funding from Europe.
- The Department should consider adopting an open access policy.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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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.	3
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.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
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.	NA
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

The Department has the necessary resources to kickstart operations. However, the EEC identified and emphasized the need for additional hires at the associate and full professor level, which would mean that additional resources will need to be devoted to the Law Department. A well-thought plan regarding to how profits will be used to further strengthen the Department was not presented to the EEC in any detail. This is necessary to cater for the sustainable growth of the Department, notably if the projected profits of 780'000 in year 4 materialize. Other than UoL overheads, the EEC recommends that a transparent plan is elaborated to ensure that net profits are invested back to the further growth of the Department and the improvement of the academic environment. The library budget is very low, as subscription-based databases to legal journals are very expensive. HeinOnline is the only database but additional ones are needed (Greek-speaking and international) for research by students and staff. Thus, the library budget will need to be at least doubled and grow in proportion to the growth of student numbers. The library would also have to explore possibilities for pooling of resources with other academic institutions in Greece, Cyprus or other countries. IT infrastructure

will probably be adequate in the new premises but until then the IT team would need to be ready to accommodate requests on short notice. Support staff budget line is expected to stay the same for three years but then double from year 3 to 4. The EEC would rather have expected a smooth progression within this 4-year timeframe.

Findings

The institution maintains a hybrid library which provides both hardcopies and electronic material. The EEC noted, however, that the institution's library at the premises it visited is very small and many books are outdated. We assume that the Nicosia campus does not remedy that, notably with respect to legal books. The library does not maintain any book titles that correspond to the necessities of the LLB curriculum under evaluation, bar one text. The EEC understands that an acquisition wave is coming. However, it is important that all required teaching material is available to the students when the programme is launched.

The library can accommodate students' and staff's requests for additional material when needed through interlibrary loans. However, in view of the limited online database (HeinOnline appears to be the only important one, but other important ones such as WestLaw, LexisNexis or Jstor are not available), it appears that availability of relevant academic resources for both students and staff are sub-optimal. The EEC came to realise that the budget would need to be significantly increased if such lacunae were to be addressed with the launch of the new LLB programme. It is also important that the Department explores the possibility of pooling resources with other academic institutions to gain access to all major publishers in Greece and preferably in Europe as well.

The IT infrastructure and support appears to be adequate to support the study programme. However, in view of the ambitious targets regarding student numbers in the next 4 years and taking into account that the new campus will not be ready before 2029-30, it is crucial that the situation is monitored and adjusted when needed.

Strengths

- A problem-solving mentality from central administration and support staff.
- Very good premises to accommodate the first cohort of students
- Adequate rules for management, auditing, transparency regarding budgeting

Areas of improvement and recommendations

- A strategic plan ensuring that net profits are invested back to the further growth of the Department
- Clarity about an alternative plan to address failure to meet the targeted student numbers
- increase significantly the budget of the library to make sure that access to important resources is available (Sakkoulas, Nomiki Bibliothiki, WestLaw/LexisNexis, Jstor etc)

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Partially 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 had been impressed by the Department and also the Agency for their hospitality, the thoroughness of the documentation they put before us, and their openness in discussing every aspect of their application. The Department staff and professional services teams were overall highly motivated, enthusiastic, welcoming and engaging. The EEC experience with the Department reflected the accreditation documents that had been submitted in advance.

The Department seeking accreditation had prepared an exciting, innovative and thoughtful case for accreditation. A comprehensive range of policies and documentation to support accreditation had been mapped out.

A full service professional support structure was in place ready to take forward accreditation on the basis of existing UoL structures and the Department was actively learning from experiences at broader University level and incorporating salient policies and procedures. At the same time, some deficiencies as identified in the Programme Report were pertinent to recall here, ranging from staffing and hires of senior academics to increasing resources for students and staff to ensuring a continuous balance between research and teaching time throughout the academic year. We urge the Department and institution to address these deficiencies as soon as possible and in a systematic manner in view of the launch of the programme in the coming months/year.

On the whole, the EEC recommends that the Department be accredited provided that the important points of concern raised in the two reports the EEC submitted are addressed appropriately.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Panos Delimatsis	
Prof. Elaine Fahey	
Prof. Ulf Linderfalk	
Costantine Lambrianides	
Erini Zacharia	

Date: 6 March 2025

