

Doc. 300.1.2

Date: .....

# Higher Education Institution's response

- **Higher education institution:**

CIIM.....  
.....

- **Town:**

Nicosia.....

- **Programme of study (Name, ECTS, duration, cycle)**

**In Greek:** Μεταπτυχιακό στη

Χρηματοοικονομική Νομοθεσία και Διεθνή

Φορολογία.....

....

.....

**In English:** MSc in Financial Law & International

Taxation .....

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee’s (EEC’s) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI’s response must follow below the EEC’s comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

### 1. Study programme and study programme’s design and development (ESG 1.1, 1.2, 1.8, 1.9)

#### *Findings*

Students are expected to enroll for a period of minimum of 14 months and up to 30 months. The structure of the course is modular and the courses offered range between finance, international and corporate taxation and other pertaining legal issues. The Master consists of 9 core courses and 8 elective courses. Overall, students are required to obtain 90 ECTS credits, as follows: 75 ECTS from the taught core courses, 15 ECTS from elective courses or 15 ECTS by completing a Final Project on the topic of the master.

Students are selected on the basis of their CV, provided they hold a bachelor degree from a recognized University and minimum English Proficiency requirements, letters of recommendation, personal statement and upon completing a successful personal interview.

The title of MSc is ‘catchy’ and appears to us to attract a sufficient number of students who will want to expand their knowledge on the given topics. The MSc aims to attract both Cypriot students as well as resident foreigners.

Teaching is expected to be delivered by a combination of competent resident faculty members and external teaching staff and includes both practitioners and academics.

The MSc is addressed mostly to professionals and, therefore, is organised accordingly; that is, classes take place approximately 3 times per week/per course in the evening and on Saturdays. Students, usually, complete a course within 1 or 2 weeks. Exams usually follow within 2-3 weeks.

### *Strengths*

The MSc has a 'catchy' title and a 'catchy' content that appears to be popular among practitioners in Cyprus and abroad. It combines finance and law, which seems to be a niche in the academic environment and the market of Cyprus. In this respect, it has the potential to become a unique programme that combines different areas of law and practice.

As to the external teaching staff, we find that their profile is satisfactory for the role they have been assigned. As to the resident teaching staff, we find that their profile is more practice-oriented, which certainly appeals to practitioners.

The modular design and structure of the MSc fits the needs of the students it addresses.

### *Areas of improvement and recommendations*

Certain courses need to be re-designed in order to reflect recent developments in the given area. In some courses suggested bibliography should be updated, in some others bibliography is completely absent.

The research profile of the programme should be strengthened.

Students should be encouraged to buy their own books.

### *Deficiencies noted under the quality indicators (criteria)*

No deficiency was noted in the quality indicators by the EEC.

### **CIIM Response**

We welcome the committees' incitation to re-design certain courses to better reflect current developments and future challenges in the relevant areas of expertise. Notably, the course contents of the following courses have been remodeled: European and International Taxation (including EU freedoms, ECJ case law and EU single market trends in direct taxation), European Competition Law, Mergers and Acquisitions (expanding to State aid in direct taxation under the Commissions' investigations), Property Law and International Trusts (including Wealth Asset Management and Fund structuring). The aim is to bring the training program's content closer to EU and OECD developments. Furthermore, two new courses, on Tax Transparency and Transfer Pricing, are added, which are emerging as areas of great significance and required tax expertise. Also books, at reasonable pricing, have been added for each of the courses delivered and students are given the possibility to acquire them or proceed with an inter-library loan to consult them.

### ***Suggested bibliography***

The suggested bibliography of nearly all courses has been strengthened and updated with recent papers from peer-reviewed journals to reflect recent developments. The changes and additions are highlighted in yellow shading in the attached revised course descriptors of the following courses:

FB405 Trust and Ethics in Financial Services  
FB450 Corporate Law and Taxation  
FL400 Financial Law & Regulation of Financial Markets  
FL450 European Competition Law, Mergers & Acquisitions  
FL500 Money Laundering, Financial Fraud & Market Abuse  
FL550 European & International Taxation  
FL600 Indirect Taxation and European VAT Law  
FL700 Intellectual Property Rights & Taxation  
FL750 Property Law & International Trusts

### ***Programme's Research profile***

The research profile of the programme was strengthened by adding in the curriculum a research-focused core course, FL850 Legal Research Methods & Legal Academic Writing, (the course descriptor is attached) to be taught by CIIM full-time resident faculty Dr. Eleni Apostolidou (Ph.D. Paris 1 Sorbonne). The course teaches and applies the methodology for legal research and engages the students in two research practicums. We also added two more courses that are of significant academic interest and lend themselves to rigorous legal & economic research lent:

FL800 Transfer Pricing for Finance & Tax Professionals (Core 4.5 ECTS) to be taught by visiting faculty Dr. Anapaula Trindade Marinho, Ph.D. in International Tax Law, at the University of Paris I Sorbonne (Bio & CV attached).

FL860 Tax Transparency (Elective 4.5) to be taught by CIIM full-time resident faculty Dr. Eleni Apostolidou, Ph.D. University of Paris I Sorbonne (Bio & CV attached).

All these three courses (their descriptors are attached) address issues in the forefront of both academic research and international practice. The latter addition also responds to a comment by the EEC Chairman that there was no tax-related elective in the curriculum.

The amended curriculum as a result of these additions in response to EEC comments and suggestions is attached. As the content of three courses (FL 450, FL700 and FL750) could be covered adequately in less contact and learning time (according to their instructors) we reduced their ECTS from 9 to 6 and made ECTS space for the introduction of the two added core courses (FL800 and FL850).

## **2. Teaching, learning and student assessment (ESG 1.3)**

### ***Findings***

We met with all the resident teaching staff which means that we had a comprehensive view of the entire teaching staff of CIIM. We met 7 resident teaching staff and 2 visiting teaching staff almost all of them holding a PhD, having studied abroad and with many years of either academic or professional experience. They all seem engaged and professional and have very good English language skills. They all seemed very pleased with the working conditions at CIIM. They appear to take teaching seriously and are supportive of the initiatives regarding research (i.e. they all seem

to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution).

We were happy to hear that there is a new faculty research requirement whereby 30% of a faculty's workload is allocated to research related to their teaching.

We were also happy to hear that the Professors apply an open-door policy.

### *Strengths*

Through the discussions, we found that students were happy with the communication with and the availability of professors to discuss their questions. We hope this continues in this programme as well.

The teaching staff takes account of the individual needs of the students, in terms of teaching and assessment. Also, the open-door policy should be maintained.

Teaching is applied through various methods, including workshops, lectures and case studies, which allows the students to participate actively thereof.

### *Areas of improvement and recommendations*

We find that research encouragement and research orientation is missing. In particular, we were not told about any actual research seminars in which faculty would present research papers to others in order to discuss these, a practice that may improve the quality of the research.

We find that not enough public lectures and/or research seminars are provided.

The process of feedback, though it appears to be working well in practice, it is not formalized, for example via institutionalized regular meetings or assessment forms.

## **CIIM Response**

### *Research encouragement and research orientation*

- (1) The policy on faculty research has been revised (See attached "CIIM Policy Statement on Research"). In brief, the new Faculty Research Requirements are:
  - 30% of a faculty's workload is allocated to research related to their teaching. Each faculty member accumulates 30 points a year from any combination of the following:
  - Academic Research: Publication of a paper in an A-tier journal (20 points); of a paper in a B-tier journal (10 points); of a textbook (20 points)
  - Applied business research: International publication of a monograph, OR a major book chapter OR an internationally published case study or international conference proceedings (10 points)
- (2) In response to the EEC's Recommendation we have introduced monthly "research seminars in which faculty will present research papers to others in order to discuss these, a practice that may improve the quality of the research".
- (3) Each faculty member is allocated €2000 for attending Research Conferences and a bonus of €2000 for each paper published in peer-reviewed journal.

- (4) CIIM has recruited a new Director of the CIIM Research Office, Dr. Kyriacos Pavlou. Dr. Pavlou is in charge of all applied research activities at institutional level. The idea behind the new recruitment is the undertaking of more applied research projects in an effort to further improve the use of research-induced new knowledge into teaching.
- (5) A website for CIIM research has also been created and it is up and running (research@ciim.ac.cy ).
- (6) Visiting faculty are now required as and incentivized with a bonus to team up with resident faculty in carrying out research relevant to their teaching at CIIM. As part of their contractual arrangement visiting faculty are expected to acknowledge CIIM in their research.
- (7) CIIM faculty have been participating in specialized EU-funded workshops on promoting Research in Teaching such as the Global Faculty Colloquium on “Pedagogy and Research” at JAMK University of Applied Sciences, in Jyväskylä, Finland. The purpose of the participation is to develop the faculty members individually but also to disseminate the information on best practices of research-enhanced pedagogy to faculty teaching in the MBA.

### ***Public Lectures***

CIIM’s Public Lecture Series is a key flagstone in CIIM’s academic portfolio. It enables CIIM’s stellar resident and visiting faculty to speak in-depth on their area of expertise and share discuss with participants their ideas and innovations. These events are open and free to the public and are part of CIIM’s social corporate responsibility. At the same time, public lectures bring together local and international speakers that share their stories with the CIIM student community and society as a whole. Some of these lectures and activities are co-organized with the CIIM Alumni Association. These events provide the opportunity for our students to learn more about the current management practices locally and internationally and discuss issues further with other local and international participants. They also enable students to meet and interact with the public and to show them the abilities and knowledge they have gained by studying at CIIM (see attached Table on Public Lectures).

### ***Feedback Process***

We respectfully disagree with the External Committee’s assessment that the process of feedback, is not formalized. According to CIIM’s long-established “INSTRUCTOR RULES AND REGULATIONS”, formal feedback is an integral part of our internal regulations: “Timely and constructive feedback is essential if students are to learn from their assessment experience. Feedback can take the form of:

- written feedback on assignments or examinations
- provision of written comments on criteria sheets
- general feedback on an assignment or exam to the whole class via Moodle
- face-to-face discussions with students, particularly if they have done poorly or failed
- utilizing self-assessment and peer feedback in formative assessment”

We developed an even more detailed “Policy Statement on Assessment and Feedback” (attached) which has been approved in a Joint Meeting of the Academic and Internal Quality Committees on 18/7/2017. This Policy statement was then incorporated in the Student & Faculty Handbooks and put into effect with immediate force. Thus, both students and faculty have access to the policy through these Handbooks which

are part of the CIIM's Internal Regulations. The compliance of instructors with the policy is monitored by each Programme Director and the Committee of Internal Quality of the School.

Deficiencies noted under the quality indicators (criteria)

No deficiency was noted in the quality indicators by the EEC.

### 3. Teaching Staff (ESG 1.5)

In addition to your response to EEA's comments on the teaching staff:

- a. fill in TABLE 1: TEACHING STAFF at the end of this form and
- b. send the curriculum vitae of all the program lecturers on the forms posted on the Agency's website as an annex. (Form 500.1.03 for Universities and Form 500.1.04 for Higher Education Institutes)

#### *Findings*

We met the resident teaching staff and they all stressed that they bring into their teaching practitioners in their specific field. During the interview they informed us that in constructing the programme, they consulted with practitioners, external academics and of course, with the 11 entire resident faculty. This provides the programme with a good structure that takes into account various stakes. It is good that the programme offers the students the possibility to take elective courses that are offered in the context of other master programmes. It is, hence, possible that the students extend their network and they create synergies with students from other disciplines.

#### *Strengths*

We find that the visiting professors teaching law-related topics are well acclaimed, very well qualified in terms of both education and research.

The teaching staff collaborates with practitioners in their fields, bringing, hence a more-practice oriented approach.

#### *Areas of improvement and recommendations*

We find that there is a big discrepancy among the teaching staff (both internal and external) in terms of their publications' records. We would advise that, in the future, additions should take into account a very good publications record.

We find there are not enough collaborations with partners outside the CIIM and in particular, academic institutions outside Cyprus.

#### *Deficiencies noted under the quality indicators (criteria)*

We find big discrepancies in research records among the teaching staff (both internal and external), hence we gave the average grade.

We would like to see more highly qualified resident teaching staff in order to reduce the ratio between resident and visiting professors. Special teaching staff does not exceed 30%.

#### **CIIM Response**

## *Faculty Publication Records*

EEC is right that there is a discrepancy among the teaching staff, especially resident and visiting faculty (especially foreign) in terms of their publications' records; to an extent, this is to be expected since, at CIIM, visiting faculty is specifically selected to be top-tier from top schools with long experience and a strong publication record to enrich and inject their expertise and research findings into their teaching and their interactions with the resident faculty. We are in full agreement with the EEC's advice that "in the future, additions should take into account a very good publications record". Indeed, this has been our policy in the last 2-3 years (recruitment of Drs. Mourouzis, Pavlou & Christodoulou). We are further tightening this policy in general and for the new MSc under consideration in particular (Dr. Apostolidou). With the revised policies for new faculty recruitment, the tightened research requirements for resident faculty, and the teaming up of high-caliber visiting faculty with the resident faculty in research we are confident that the gap between the two tiers will narrow significantly. The ratio between the resident and visiting professors has increased as result of the recent recruitment of a new full-time faculty Dr Eleni Apostolidou, PhD Paris1 Sorbonne, an expert on International Tax Law who will be teaching full-time exclusively for the MSc in Financial Law & International Taxation (three core courses and one elective).

## Collaborations with academic institutions outside Cyprus

It was an oversight on our part that we did not communicate during the EEC's visit our numerous collaborations with partner institutions both in Cyprus and abroad and especially academic institutions outside Cyprus. CIIM has partnership and collaboration agreements with over 30 institutions (list attached), and engages in both Erasmus and non-Erasmus exchanges of faculty and students as well as in institutional and research projects such as our arrangement with UCL. Attach is a partial list of our collaborations with academic institutions outside Cyprus. We are constantly updating, upgrading and expanding these lists and deepening our collaborations.

## **4. Students (ESG 1.4, 1.6, 1.7)**

### *Findings*

Through our visit in Nicosia, we met 7 students, 3 current and 4 former. The students came from different master programmes, giving us a comprehensive view on the quality of these programmes. We asked them specifically about the strengths and weaknesses of these programmes, as well as about their overall experience at CIIM. We had to 'press' students to tell us about the weaknesses of the programmes.

Overall, students appeared to be satisfied with their experience at CIIM. Most of them particularly appreciated the possibility to continue working while combining pursuing a degree at the sametime. They were satisfied with the approachability of the professors and the help and willingness of the administrative staff. All staff has also a very good command of English.

Some of them noted that due to the modularization, it was difficult to take courses that were only offered much later in time. The possibility of improving the facilities was also mentioned.

### *Strengths*

Students appear to have good professional and educational background and upon graduation from other programs, a good professional development.

From the interviews conducted, it appears that students are good at self-organising, that is, approaching fellow students that are better qualified in particular areas, for help.

A good network has been created which contributes to the students' later professional development.

#### *Areas of improvement and recommendations*

We noticed that there is a lack of a formalized and organized integration and induction of the student body. This creates difficulties in team-building and group work. It also has social implications.

The students are divided into several groups/backgrounds. Some of them work full time, some of them part-time and some of them not at all. Also, some of them have either a professional or educational background in the given area they want to pursue, whilst others have no background at all. In order to deal with the former problem, students who do not work at all or work only part-time or from a distance (e.g. those working online for companies back in their home countries, as was stated to us, by example), could be given certain pedagogical activities to improve their learning and skills in the morning/early afternoon hours. In order to deal with the latter problem, certain introductory courses should be provided in order to ensure a level playing field and avoid dropouts or failures.

We also noticed a lack of organized academic activities within the CIIM.

Also, there is no alumni association, neither student association. Organizing alumni events or alumni speeches could be motivational for current and prospective students.

#### *Deficiencies noted under the quality indicators (criteria)*

No deficiency was noted in the quality indicators by the EEC

### **CIIM Response**

#### *Formalized and organized integration and induction of the student body*

Here we beg to respectfully differ with the EEC's assessment that there is a lack of a formalized and organized integration and induction of the student body and this creates difficulties in team-building and group work as well as social implications. First of all, there are orientation sessions of all the new recruits (we held two such sessions this academic year and more are to follow.) There are induction sessions of how to use Moodle, how to contact research and how to write papers for classes. Team building and group work is a daily event in virtually all courses. In the 30-year history of CIIM team-building and group work was never a problem. Students come to CIIM expecting to do a lot of group work, role playing, class participation and live simulations within teams. On the social dimension, there are bonding opportunities, get-togethers and social events organized by the School, by the Student Council and by Alumni Association that are well attended (beach-parties, boat rights, marathon runs, field trips local and international).

#### *Students' diverse backgrounds*

The EEC's assessment that our student body is very diverse is accurate and we consider this one of the great strengths of our school as it creates enriching interactions and amazing learning dynamics. It also creates challenges which with the right handling can be turned into opportunities. The recommendations of the EEC of how to address these challenges are helpful and add to the portfolio of approaches we have been using which include internships or assistantships (research, library work, digital marketing, etc.) during the day for the non-working or part-time students.

Those with insufficient background or work experience we have them take remedial Business English or Python Programming or attend day-time executive development programmes. Per EEC's recommendation that they could be given certain pedagogical activities to improve their learning and skills in the morning/early afternoon hours as well, we are introducing relevant workshops. It should be noted, however that over 90% of our MBA students and 75% of our MSc students are working students. We expect almost 100% of our students in the MSc in Financial Law and International Taxation to be working, though at a different stage in their career.

### *Academic Activities/ Student & Alumni Association*

Again, we apparently fail to cover all aspects of the Academic and student life at CIIM during the EEC's visit. Of course, there are academic activities at CIIM, such as public lectures by both resident and visiting faculty, as well as research competitions, and debates, conferences and seminars both within the CIIM and in other fora, including other institutes and universities attended by faculty and students. The one activity we have not being following through with, as we should have, are the research seminars which are provided for but because of the smallness of the school we often choose to participate in the research seminars of larger institutions such as the University of Cyprus. Following the EEC's recommendation and the enlargement of our faculty we have reactivate these seminars.

There is both a CIIM Student Council (for at least the past 15 years) and a CIIM Alumni Association (since 1991). The Student Council is elected by the students annually and is very active in the life of the school and the students. It represented on the School's Committees, including the Academic, the Disciplinary and the internal Quality Assurance. The Student Council organizes social activities for the students; it also represents the students in important decisions and petitions the school with students' problems and requests.

There is also a CIIM Alumni Association which admittedly has a checkered history. Some years is very active with many initiatives including business breakfasts with industry executives, public lectures and social events that bring alumni and students together. Other times, the Association is rather inactive, as it happened in the past several months as it is going through re-organization.

## **5. Resources (ESG 1.6)**

### *Findings*

We visited the premises of CIIM in Nicosia, in particular classrooms, the library, offices of the administrative staff as well as the cafeteria. PCs are available for students in the premises, in the library and in different rooms.

Classrooms were equipped with PCs, giving the possibility for power point presentations and press conferences. Staff is always present on site in order to solve any technical problems that might arise.

### *Strengths*

The CIIM will benefit in the future from an inter-library cooperation with other Higher Education Institutions in Cyprus.

In addition, despite the late hours the courses are offered, competent staff is always present on-site to solve any problems that might arise.

We further definitely noted a high level of engagement in particular of the administrative staff (but also of the faculty) as well as a very low level of churn. Many of the current employees have been with the CIIM for many years. This continuity, level of experience and knowledge are important assets for the CIIM and certify that it seems to be a good employer. In addition, all employees seem to have a vision for the future of the Institution and a willingness to participate in seeing it growing.

#### *Areas of improvement and recommendations*

The library was small and not very 'inviting'. More books should be bought and the collection should be updated. There also no dedicated space for studying.

Online resources, in particular in the area of finance and law should be strengthened, as EBSCO does not give access to important relevant journals.

In case of a big increasing of incoming students, all facilities should be upgraded, as they are currently sufficient only for the number of students (currently) served.

#### *Deficiencies noted under the quality indicators (criteria)*

There are weaknesses on the education material. Students are not forced to read and cite articles from academic journals. The equipment is adequate but improvements can take place.

### **CIIM Response**

#### *Library and other facilities*

We fully agree with the EEC that our library is indeed small and not very "inviting" as it stands, as it is undergoing renovation. Also the collection needs updating. However, recognizing our relatively small size and the limited resources at our disposal we have been increasingly moving towards an e-Library and an inter-library cooperation with other Higher Education Institutions in Cyprus with which we have recently reached an agreement. We are currently focusing on strengthening our online resources, particularly in the area of finance and law by subscribing or obtaining access for our faculty and students to the following journals which are highly relevant to the needs of the present master ac under consideration (see attached library actions documentation):

## *Taxation*

- Intertax (under Kluwer Online journals)
- EC Tax Review (under Kluwer Online journals)
- Business Law Review (under Kluwer Online journals)
- Common Market Law Review (under Kluwer Online journals)
- European Business Law Review (under Kluwer Online journals)
- Leginet (gateway to Cyprus law, gathering tax circulars and jurisprudence)
- Online courses on fiscal studies by most notorious authors (under Hague Academy Collected Courses online)
- Intellectual Property Quarterly and European Intellectual Property Review (under Westlaw International Academic)

## *Finance & Financial Law (new acquisitions adding to current subscriptions for MSc in Finance)*

- The European Journal of Finance (under Taylor Francis)
- China Journal of Accounting Research (under Scopus Elsevier)
- Review of Development Finance (under Scopus Elsevier)
- Asian & European Business Collection (under ProQuest Central)
- Accounting, Tax & Banking Collection (under ProQuest Central)
- J.P. Morgan Research (under ProQuest Central)
- Journal of Public Administration and Law (open access)
- Financial Law Review (open access)
- Journal of Finances (under EBSCO)
- Review of financial studies (under EBSCO)
- Journal of Financial economics (under EBSCO)

Regarding our other facilities, as the EEC states “they are currently sufficient only for the number of students (currently) served” but with “a big increasing of incoming students, all facilities should be upgraded”. We agree this assessment but we do not expect a big increase in the number of students, considering that we have freed both our undergraduate programme and our MPSM; their remaining students are now graduating. In any case, the renovation of both Library & facilities is underway.

## *Education material.*

In existing accredited CIIM programmes students are required to read and cite articles from academic journals in their papers, assignments and dissertation. There was an omission in the case of the new MSc under consideration which we remedied with the changes we made to the curriculum and the suggested bibliography in the core courses of the programme (see section 1 above and the relevant attachments).

**6. Additional for distance learning programmes (ALL ESG) N/A**

**7. Additional for doctoral programmes (ALL ESG) N/A**

**8. Additional for joint programmes (ALL ESG) N/A**

## **B. Conclusions and final remarks**

One of the big strengths of the programme is that it offers a novel idea/niche combining finance and tax law that will appeal prospective students and the market overall.

The programme is well-structured and organized adhering to the ECTS standards. It is also well-designed and delivered in line with its objectives and CIIM's strategy.

The management, teaching and administrative staff are committed to the delivery of the programme and they have employed a well-qualified, and most of the time, well acclaimed academic staff from renowned Universities outside Cyprus.

The structure of the programme fits the needs of the students it addresses, by providing for modules and classes adjusted to them, in terms of both substance and time-management. The involvement of practitioners is highly appreciated in that it gives students the practical aspects of each topic.

It appears that the teaching load of this particular programme falls mostly on external Professors and we advise that this situation should be reversed. We think that research could be intensified, that specific courses could be upgraded by way of providing more and more up to date teaching and education material. Students should be encouraged and taught how to do research and how to use up to date literature.

## CIIM Response

### *Teaching faculty*

With the recent recruitment of Eleni Apostolidou as a resident faculty member the teaching load of this programme no longer falls mostly on external Professors: the programme's 90 ECTS are divided equally between Resident Faculty (45 ECTS) and External Professors (45 ECTS). By its international scope and nature, the programme requires the distinguished and experienced legal scholars from top international Law Schools.

### *Research Dimension*

Indeed, following the EEC's recommendation the research dimension of the programme has been strengthened with the addition of the FL850 Legal Research Methods course. Furthermore, the programme's core courses have been upgraded by way of providing many more up-to-date teaching and education material (recent papers from peer-review journals and other recent academic publications) as outlined in section 1 above and the related attachments of course descriptors. Students are now being encouraged and will be taught how to do research and how to use up to date literature through the added, to the curriculum, Research Methods course.

## C. Higher Education Institution academic representatives

<b>Name</b>	<b>Position</b>	<b>Signature</b>
<b>Theodore Panayotou</b>	<b>Dean &amp; Director</b>	
<b>George Theocharides</b>	<b>Programme Director</b>	
<b>Demetris Savvides</b>	<b>Associate Programme Director</b>	

Date: 20 September 2019

**TABLE 1: TEACHING STAFF**

Full name	Employee status	Senior Academic Title	Taught Course	Course Code
Theodore Panayotou	Permanent Full-time	PhD in Economics (Univ. of British Columbia)	Trust & Ethics in Financial Services	FB405
George Theocharides	Permanent Full-time	PhD in Finance (University of Arizona)	Corporate Finance Fund Structuring	MB405 FB425
Paris Cleanthous	Permanent Full-time	PhD in Economics (Yale University)	International Business	MB630
Theodosios Mourouzis	Permanent Full-time	PhD in Information Security & Cryptography (UCL)	Blockchain Technologies	BI435
Kyriakos Pavlou	Permanent Full-time	PhD in Computer Science Univ. of Arizona	Foundations of Business IT	BI395
Olga Kandinskaia	Permanent Full-time	PhD in Econ. & Finance MGIMO Univ. Moscow	Foundations of Accounting & Finance	MA565
Eleni Apostolidou	Permanent Full-time	Ph.D. Juridical Sciences, University of Paris I Pantheon Sorbonne	Intel. Property & Taxation Property Law & Int. Trusts Legal Research Skills Tax Transparency	FL700 FL750 FL850 FL 860
Demetris Savvides	Permanent Full-time	PhD (Cand.) in Laws University of Maastricht	Corporate Law & Taxation Data Protection-GDPR	FB450 BI450
Christopher Bovis	Permanent Part-time	JD (Law) U. of Athens; MPhil U. of Amsterdam	EU Competition Law + M&A	FL450
Demetris Tsingis	Permanent part-time	MBA Finance Wharton Business School	Compliance, Supervision & Financial Reporting	FB420
Ioannis Kokkoris	Faculty Associate	PhD Competition Law King's College London	Financial Law & Regulation of Financial Markets	FL400
Jonathan Fisher	Faculty Associate	Queen's Counsel (QC); LLM, Cambridge	Money Laundering, Financial Fraud & Market Abuse	FL500
Christiana HJ Panayi	Faculty Associate	PhD International Taxation London School Economics	European & International Taxation	FL550
Marie Lamensch	Faculty Associate	PhD in Tax Law Vrije Universiteit Brussels	Indirect Taxation & European VAT Law	FL600
Anapaula T. Marinho	Faculty Associate	Ph.D. Business Taxation, Univ. of Paris 1 Sorbonne	Transfer Pricing	FL800