

Doc. 300.1.2

Date: 19/05/2026

Higher Education Institution's Response

- **Higher Education Institution:**
University of Central Lancashire Cyprus (UCLan Cyprus)

- **Town:** Pyla, Larnaca

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Νομική [4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο
Νομικής, (LLB)]

In English:

LLB Law (4 academic years, 240 ECTS, Bachelor's
Degree with Honours)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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](#)].

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 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We recommend that: - The current compulsory module offering be reconsidered from a standpoint which seeks to introduce a new compulsory, elective or optional module which would focus on traditional 'core' subjects, which would help equip the students to work as sole practitioners after completing the course. For example, such a module could focus on Civil and Criminal Procedure, given that this subject would blend well with the skills-based character of the LLB and these are crucial subjects for litigators to know. We recognise that this would require some kind of trade off with existing courses and suggest that this could be achieved by giving students a limited choice between this unit as an elective and one of the existing compulsory units which could become an elective, rather than by rendering any of the existing compulsory units optional. - Alternatively, or in addition to the above, we feel that the students should also be offered a greater choice in the elective modules in the third	We would like to thank the Committee for the valuable and constructive recommendations which aim at the enhancement of the programme of study LLB (Hons) Law. Having taken into consideration the two EEC recommendations, the programme team has re-structured the LLB (Hons) Law provision by introducing new modules as additional options and not replacing any of the current compulsory modules (see Table 2 and Annex 2 in Appendix 2). In particular, we appreciate the Committee's strong belief that the LLB would benefit, overall, from greater emphasis on principles of procedural law. To achieve that, the programme structure has been re-designed following the below rationale: - The module LW1050 Foundations in Human Rights has been moved to Year 2 and the module LW1020 Foundations of English and Cypriot Law has been moved to Year 1. LW1020 is a module that has a strong focus on procedural law principles, particularly civil and administrative procedures. Introducing Year 1 students to discussions about procedural law would equip them better to handle similar themes as they emerge in later years. Moreover, the module would constitute an ideal supplement to other Year 1 modules that focus primarily on substantive law (namely Public Law and Legal Method). Taken together, therefore, these modules would offer Year 1 students a very strong foundation tackling both substantive issues (primarily in public law) and procedural issues (primarily in civil and administrative procedures). - The addition of an extra optional module for Year 4 students, as they prepare to graduate and/or to enter the legal profession, entitled 'Principles of Procedural Law'. The module will serve to equip our students with the required knowledge to understand the rationale and fundamental principles of procedural law, and also allow them to engage with procedural law in practice (including civil and criminal procedures, as well as principles of administrative law, particularly under the principles of the Rule of Law, and in light of and European principles of procedural law). Designing the module to focus on principles of procedural law instead of the specific procedural rules of a specific	Choose level of compliance:

and fourth year of their course; particularly through the inclusion of Civil and Criminal Procedure or Family Law, which are subjects of high practical relevance for those students who aim to work as sole practitioners after graduating.	jurisdiction is a choice designed to cater to the needs of our international student body. By covering principles associated with European/common law and civil law, the module will equip students with the tools to practise law in countries across the world. - To further increase the option list offered to students, we also propose the addition of an extra optional module in Year 3. Following the Committee's comments, the new module to be offered is 'Family Law'. Family Law is identified by the Committee as a key area of law currently missing from the LLB structure—adding the module as an option would therefore fill that gap.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
One recommendation for the LLB would be to increase the number of elective courses. This recommendation was suggested both by the EEC and students' feedback. Currently LLB students have the possibility to choose 1 out of 3 optional courses in year 3 and 2 out of 4 in year 4. However, given the number of students per year we believe it may be worth considering adding at least 2 more elective courses per year, to give students the possibility of a wider selection that would meet their interests. As long as the minimum number of students needed for an elective course to be offered is clear in advance, this should allow both students and teachers to be able to plan well ahead the year's curriculum. One possibility would be to add some elective courses also in year 2 and maybe allow for students from different years to select elective courses (e.g. elective courses of year 3 be open to both students of year 2 and 4). Another possibility would be to give students of year 4 access to the elective courses of the LLM.	Following the Committee's recommendations, we propose the following structure (also available in the format of Table 2 in Appendix 2): Year 1 (All Compulsory Modules) <u>Compulsory Modules</u> LW1224 Public Law LW1223 Legal Method LW1132 Professional Development and Skills <i>LW1020 Foundations of English and Cypriot Law (NEW in YEAR 1)</i> LW1120 Comparative Law LW1113 Current Legal Issues in Cyprus Year 2 (All Compulsory Modules) <u>Compulsory Modules</u> LW1222 Criminal Law LW1221 Contract Law <i>LW1050 Foundations in Human Rights (NEW in YEAR 2)</i> LW1987 Law and Emerging Technologies LW1034 Mooting and Legal Debating LW1033 Classical Foundations of Modern Law Year 3 (5 compulsory plus 1 option) <u>Compulsory Modules</u> LW2238 Tort Law LW2602 European Union Law LW2226 Consumer and Commercial Law LW2601 Public and Private International Law LW2125 Alternative Dispute Resolution <u>Optional Modules</u> LW2604 International Human Rights and Criminal Law LW2XXX Jurisprudence LW2603 Professionalism and Work-Based Learning <i>LW2XXX Family Law (NEW)</i> Year 4 (4 compulsory plus 2 options) <u>Compulsory Modules</u> LW3907 Equity and Trusts in Life and Death LW3600 Land Law LW3901 Company and Corporate Law LW3082 Graduate Professional Skills and Employability <u>Optional Modules</u>	Choose level of compliance:

	LW3902 Medicine and the Law LW3XXX International Humanitarian Law LW3087 Project LW3025 EU Single Market Law <i>LW3XXX Principles of Procedural Law (NEW)</i> With the above structure, not only has the balance between compulsory and optional modules been enhanced, but also the depth of knowledge consolidated further for advanced students, including for best preparation for professional recognition purposes in Cyprus, the EU as well as England & Wales and across common law countries. We appreciate the Committee's recommendation for further broadening the scope of options by enabling some students (i.e., Year 4) to access Postgraduate modules, yet this is not in line with the double regulatory QA systems with which we have to comply for the award of the dual degree.	
Another recommendation the EEC has is to include more traditional 'core' subjects in the curriculum. This would certainly require a trade-off with the current subjects. Examples of such courses could include family law, procedural law (civil, criminal, administrative) that currently appear to be taught <i>en passant</i> within other block courses (e.g. public law, consumer and commercial law, criminal law etc.).	Following the Committee's suggestion, we have added 'Family Law' and 'Principles of Procedural Law' as optional modules. 'Principles of Procedural Law', for example, is designed to complement and consolidate the material taught in other modules (e.g., civil procedures taught in LW1020 Foundations in English and Cypriot Law; criminal procedures taught in LW1222 Criminal Law), and is addressed to advanced Year-4 students most interested in securing the vocational stage of their legal training. By selecting this optional module, interested students will be able to deepen their understanding on issues related to procedural law, which were already studied in other modules, such as those identified above. The Committee has also indicated that Employment Law might constitute an appealing option for the LLB. Although we have not added a separate Employment Law module, we believe that key aspects of this area of law are covered in several other modules already on offer. This includes LW1221 Contract Law (covering multiple aspects of the employment contract), LW2238 Tort Law (covering extensively vicarious liability and other occupational matters arising from torts by employees or agents) and LW2603 Professionalism and Work-Based Learning (discussing, for example, Health and Safety Laws in the Workplace) while supranational legal frameworks related to employees' protections (including those found in the Charter of	Choose level of compliance:

	Fundamental Rights of the European Union) are addressed in LW2602 European Union Law.	
Another recommendation would be expanding the library's collection of books, as some students reported issues with (text)books' availability for borrowing.	Thank you for your valuable feedback and recommendations regarding the library resources. We appreciate the Committee's observations and fully acknowledge the importance of continuously enhancing the breadth and quality of our collections and services to support both students and faculty. As part of the annual monitoring and enhancement process of library provision and services at UCLan Cyprus, academic teams, in collaboration with Librarians, are identifying relevant bibliographic resources for acquisition. Currently, the academic team of the School of Law is working to expand access to a range of relevant books, journals, and specialized legal databases, while also reviewing existing subscriptions. These recommendations will be submitted to the Library for further evaluation and budgeting. Upon completion of this stage, the Library will prepare a detailed budget for the proposed purchases and subscription renewals, which will then be submitted to the Rector and the Chief Financial Officer for consideration and inclusion in the University's overall budget for the next academic year, in accordance with the relevant approval procedures. In addition, we recognise the need to further invest in the library's infrastructure and digital services. Efforts are ongoing to enhance digital access and ensure that users can efficiently locate and utilise available resources.	Choose level of compliance:
Students also highlighted that the winter school organised in the context of the LLB was particularly useful, thus, one recommendation would be to organise more summer/ winter schools around certain themes, that would allow the students to expand their knowledge.	We would like to thank the Committee for sharing the student feedback on the Winter School organised in the context of the LLB programme and for their valuable recommendation continue the organisation of such Summer/ Winter Schools. Our department team is committed to maximising extra- and co-curricular activities for our students as well as further learning opportunities (see for example a variety of intensive courses accessible for students at all times https://crolev.eu/didactic-material/). As the academic team of the Department is research active, involved in various projects, we will ensure that opportunities to participate in summer/winter schools continue being offered to	Choose level of compliance:

	our students, allowing engagement with a variety of different topics and areas of law. We also make a point to create open access and inclusive resources accessible to all in the classroom. Moreover, the Department of Law in strong collaboration with the Erasmus Department of the University will investigate the opportunity to offer students short-term mobilities in the framework of the Blended Intensive Programmes organised by partner Universities on areas of law studies and skills.	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The teaching load per individual is not clear despite the 40-40-20 ratio. It was explained to us that there are possibilities to 'buy out' teaching hours upon successful funding applications, but exact percentages and formal/ contractual obligations were not clear and may lead to disparities across the Faculty in the future.	Regarding the workload model designed for and applicable for all academics across the University via a robust interactive monitoring and reporting system, the targeted workload is indeed 40% research, 40% teaching and 20% admin work, having respective roles and ranks in mind. These targets are used as benchmarks in all policies of the University and are reviewed bi-annually at individual performance level via the appraisal/self-assessment process between the academic and the line manager (Head of Department). In line with specific workload in a given academic year, the default ratio for a specific academic may vary slightly, based on ranks and duties assigned, in research, teaching and/or admin work. This is the case when a given academic is involved in an externally funded research project which demands from them outputs as per the project pre-approved work plan. When the academic provides all necessary information about the said project, the academic, the line manager and the Rector enter into a process of estimating, as precisely as possible, the staff effort required from the academic and adjust their workload accordingly. One way to adjust the teaching workload is by buying out some teaching hours via the person months granted under the externally funded research project and worked towards by the researcher. The buying out hours are agreed in advance and clearly accounted for and reported. Discussions take place between the academic and the Head of School as to how many hours and what hours can be bought out, subject to the Department finding the right replacement. This has no impact on contractual obligations, neither does it impact the overall workload since a pre-approved adjustment takes place. In any case, it should be noted that NO colleague at the Department, whether buying out or not, teaches at any point in a given academic year more than the assigned teaching hours required at their rank and as per the workload model. Teaching hours are very clearly assigned to academics prior to the start of the academic year and before the appraisal process starts. Academic workload model is then reviewed regularly during the academic year and adjusted as the need may arise. This ensures that there are no disparities among colleagues in a similar situation (same rank, same roles, etc). Click or tap here to enter text.	Choose level of compliance:
The exact policy regarding sabbaticals	Academics at UCLan Cyprus are indeed able to enjoy sabbatical leave as per the relevant policy. The policy was created via a participatory process and is clearly published	Choose level of compliance:

appears to be unclear. Nobody from the academic staff appears to have made use of a sabbatical.	on the University's intranet (UCLan Cyprus Sabbatical Scheme). How to benefit from this policy has been discussed on several occasions at academic staff meetings and it also forms part of the appraisal process.	
Support for drafting and submitting funding applications appears to be relatively limited. There is no dedicated research facilitator dedicated to the law school, thus, academic staff has to rely on the general support provided at University level.	As a young and small University and like many other support units and services, the research and innovation office is central to the whole University (RIO). Support for drafting and submitting funding applications is available via the RIO, the Research and Innovation Committee (RIC) which was chaired by the Head of the Department of Law between 2019 and 2025, and via mentoring and coaching at the University level, but also at departmental level (from the more experienced researchers, successful in funding applications). It is true that there is no research facilitator dedicated to the School of Law, but a series of actions have been taken to offer the academic staff from the Department of Law more specialised training: research seminars including on grant capture take place at the departmental level, as well as research workshops and training opportunities, internally at UCLan Cyprus, through the Research and Knowledge Exchange Service at University of Lancashire and externally by appropriate organisations. The Department will continue to identify appropriate trainings and tools in this direction, as law as a discipline, has strong potential to fit in most interdisciplinary proposals, while opportunities specifically for law are scarcer.	Choose level of compliance:
'Personal' budgets (for instance, for travelling for conferences) also appear unclear. Some members of the staff mentioned that they rely on their external projects' budget, but others may be found in a less advantageous position.	The Department allocates individual budget for staff development assisting the academics to cover participation of conferences, trainings, workshops, competitions, etc. Moreover, as the academic staff has already mentioned, they build an individual research budget from the respective allocated amounts coming from external funding. Academic staff may also benefit from Erasmus + funding, either under the European call KA131 or under the international call KA171, to undertake any teaching or training mobility at Universities or organisation that collaborate with the UCLan Cyprus.	Choose level of compliance:
While, as we understood this is a University policy (and thus, not Law School specific), promotion procedures may end up in 'unfair' results due to the limited involvement of lawyers/ specialists at the final evaluation step ('Panel') and due to the quotas	The University conducts an annual academic promotion scheme for academics who feel ready to be promoted to the next rank. Any academic member of staff who has worked for at least 3 years in the University and has a 1.0 FTE contract is eligible to apply for a promotion in line with specific guidelines. The number of successful promotions is not only made on the basis of fulfilling the criteria in the promotion scheme, but also on a competitive basis, depending on the quality of the applications put forward. Academics must be outstanding in specific criteria and must also have a high level of achievement in other criteria.	Choose level of compliance:

established by the University as to the total number of staff to be promoted.	The Academic Promotion Evaluation Model is based on six (6) required broad areas of activity (categories), each one with a different weight according to each academic rank: • Research Publications (or Artistic Work for Arts related disciplines) • Research, Artistic (where applicable) and Innovation & Enterprise (I&E) Activities • Income Generation • Teaching • Administration and Leadership • Academic Citizenship Each of the six categories is comprised of a number of required and/or optional criteria for evaluating the category. During Phase One of the promotion process, the Chair of the Internal Academic Promotion Panel (Rector) will review the eligible applications and depending on the discipline of each applicant, will identify and appoint external assessors to evaluate each of the applications. Each application must be evaluated by two external assessors within the discipline of the applicant. The assessors must be at the rank of Professor (or Associate Professor (or equivalent) for promotion applications to the rank of Assistant Professor). External assessors for each application for promotion should be identified based on each applicant's research expertise, as this is defined by the applicant in their application. External assessors will be provided with guidance on the University's Academic Promotion Evaluation Model and its criteria and are expected to evaluate the application(s) on the basis of such model and criteria and to provide written feedback to the Internal Academic Promotion Panel. External assessors are expected to evaluate and provide feedback for the following academic promotion categories along with their criteria: Research Publications/Artistic Work; Research, Artistic and I&E Activities; and Income Generation. These categories are discipline- and domain-specific. All other categories and their criteria will be evaluated by the Internal Academic Promotion Panel. The second and final phase is conducted by the Internal Academic Promotion Panel who is composed of the following members: • Rector (Chair) • HR Director • 1 UCLan Cyprus Professor (not Head of Department/School) as nominated by the Chair • 2 External Members, one preferably from the University of Lancashire (whenever this is possible) at the rank of Professor as nominated by the Chair The expertise of the 2 external members of the panel is not pre-defined and it varies every year. It is not guaranteed that one of the external members has a legal background, but at the same time it is not excluded. Nevertheless, following the	
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	interview which takes place during the phase two, the Internal Academic Promotion Panel will convene to discuss the overall academic record and performance of all candidates, including but not limited to, the promotion application, external evaluators' feedback, interview performance, external reference letters, Head of School reports, and/or any other information available to all the panel members via the process (if applicable), and make its final recommendations for academic promotions. During the discussion, all Internal Academic Promotion Panel members must provide their own feedback on the candidates' performance against the Academic Promotion Evaluation Model as well as their performance during the interview. The weight of the above assessment (i.e. Phase Two of the process) will be 15%, while the weight of the application assessment (i.e. Phase One of the process) will be 85%.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC has no recommendations and finds no areas for improvement regarding the Department's admissions process, student recognition, and certification. The current system is well-structured and effective. This area stands as a model of excellence in academic administration.	We would like to thank the EEC for their positive feedback, and we would like to re-assure them that the Department's admissions process, student recognition, and certification will be periodically reviewed and enhanced accordingly in order to safeguard the high quality standards of the above-mentioned processes.	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Library resources could be improved, especially concerning hard copies of basic textbooks that are in 'high demand'.	Please see relevant answer above under section 2, pages 7-8.	Choose level of compliance:
Space and space allocation in the library could also be improved to allow for group work and common study.	We agree with the EEC recommendation to allocate particular spaces to allow student working and studying on group. Even though there are already some spaces either outside the Library or in the Library that are specifically designed for group work and/or common study, the University is exploring ways to optimise the use of existing areas and improve facilities to better support both individual study and collaborative work.	Choose level of compliance:
Dedicated support to the academic staff for research, especially research facilitators.	Please see relevant answer above under section 3, page 11.	Choose level of compliance:

6. Additional for doctoral programmes (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
As can be seen from the previous chapters of this report, the EEC finds both programmes unconditionally compliant in all respects. We understand that UCLan Cyprus has to comply with both UK and Cyprus standards and that - at least - the LLB is aiming to combine both legal traditions - as much as they are similar, and add elements of EU law and international law.	We thank the EEC for their positive feedback, which finds the LLB (Hons) Law programme of study compliant on all aspects of the academic evaluation including also compliance with the professional standards in UK and Cyprus.	Choose level of compliance:
The EEC has found that the teaching staff - Faculty and STS - are experts in the field and conduct both teaching and research to a high standard. The teaching staff is available, close to the students, open to feedback and aims to give the students a 'holistic' education, equipping them with the appropriate legal and practical skills to enter the legal market. The employability of graduates of both programmes is high.	We thank the EEC for their appreciative feedback related to the teaching staff of the Department of Law. The high quality and professionalism of the Department of Law academic staff have been indirectly reflected in the quality of the education provided to our students, which has led to the high percentage of employability of our graduates.	Choose level of compliance:
Both programmes are 'popular' and the curriculum offered is based on this popularity. The students' attendance levels are high and the drop out / withdrawal rates are very low, indicating that both programmes are well-designed and well-organised. The EEC is impressed by the Department's admissions process. The system is well-	We are glad to see that the EEC was impressed by the Department's admissions process as well as by the well-established and efficient supporting curriculum delivery and progression of students from start to finish and beyond.	Choose level of compliance:

structured and effective, and stands as a model of excellence in academic administration.		
Overall, the students expressed that they were highly satisfied not only with the contents of the programmes, but also because of their ability to engage with teaching staff and the 'sense of belonging' they could develop. While the many scholarship opportunities have already been commended above, the EEC would applaud if more such opportunities could potentially become available.	We would like thank the EEC for sharing with us the high satisfaction of our students with the content of the programme as well as regarding the excellent relation the Department of Law and other services maintain with students and alumni, supporting them every step of the way. Financial considerations form an integral part of the support the University extends to its students, and a variety of scholarship opportunities are made available to all the prospects.	Choose level of compliance:
While the EEC takes into account the need to cover both the UK and Cyprus legal systems, it believes that it is worth considering that at least the LLB should include more 'core' traditional courses, such as family law, administrative law, and/or procedural law (across different 'areas'). The EEC also believes that there is space for adding a few more elective courses both to the LLM and the LLB programmes. One way to ensure the requisite minimum number of participants would be to open those courses to more years (e.g. years 2 and 3 in Bachelor, year 4 LLB and LLM). Additionally, winter or summer schools around a core theme were considered a good practice that should continue and be further strengthened.	We thank the EEC for their positive and constructive feedback. The EEC has indeed provided an excellent summary of the quality of the LLB and understanding of the academic and professional ambitions of their courses, particularly for the LLB as a qualifying law degree in Cyprus and England & Wales primarily. In our responses above (see section 1, pages 3-5 and section 2, pages 6-8) we outline how we have addressed the Committee's recommendations about enhancing the options for LLB students by broadening the range of modules offered.	Choose level of compliance:

As a final recommendation the EEC would like to urge the UCLan Law School to consider how it could develop a strategy to establish a legal clinic on the campus. Such a clinic could serve to consolidate the focus on skills-based learning which characterise both the LLB and the LLM, to capitalise on the entrepreneurial approach of both the staff and the students and to serve as a medium for the Law School to adapt its research and teaching to the social needs of the two communities of Turkish and Greek Cypriots which inhabit the village of Pyla which hosts the University.	We appreciate the Committee's recommendation regarding the potential establishment of a legal clinic at UCLan Cyprus and fully recognise the educational value that such initiatives can offer in enhancing experiential and skills-based legal learning. The Programme Team acknowledges that legal clinics can provide students with valuable opportunities to further develop practical skills, professional responsibility, client interaction, and broader engagement with issues relating to access to justice. At the same time, the operation of legal clinics within the Cypriot legal and regulatory context presents certain practical and structural considerations, particularly in relation to the provision of legal advice and professional supervision requirements. For a law clinic to operate, practicing lawyers would have to donate their time and work pro bono alongside students. Past experiences (there was previously a relevant law module) indicate that there are challenges to create and run a law clinic. As we are nevertheless committed to broadening access to justice for all citizens, regardless of their economic status, the Department continues to explore alternative and complementary approaches through which the objectives underpinning clinical legal education may be advanced within the existing modules we offer under LLB (Hons) Law, such as LW3905 Alternative Dispute Resolution which focuses on enhancing students experiences in advice-giving while stressing the importance of ensuring access to justice through unconventional means (i.e., in complement to the court system). The Department's associated Research Centre Interdisciplinary Centre for Law, Alternative and Innovative Methods (ICLAIM) conducts important work in social mediation and dispute resolution more generally, working towards maximising access to justice for everyone. Students at UCLan Cyprus are often offered internship opportunities at ICLAIM, thus providing them with important experience in the fields of access to justice and alternative mechanisms to resolve disputes beyond the courts. See UCLan Cyprus interns here: https://www.icclaimcentre.org/about-us#meet-our-interns ICLAIM was for several years an ADR approved entity by the Ministry of Commerce of the Republic of Cyprus, to solve customers to business disputes via ADR methods. See https://www.icclaimcentre.org/projects/icclaim-as-a-consumer-alternative-dispute-resolution-adr-entity	Choose level of compliance:
Furthermore, the EEC recommends ensuring consistent and formalised academic practices relating	Please see the University responses on section 3, pages 10-13.	Choose level of compliance:

to staff research. In particular, the possibility of 'buying out' teaching (and the extent to which this is permitted) for successful grant applications should be more clearly defined. The same applies to sabbatical arrangements. Promotion procedures should as much as possible take into account the specific characteristics of law as a research field.		
Finally, the EEC sees room for improvement regarding library resources. The Committee recommends expanding the breadth of library resources to ensure students and faculty have access to a more comprehensive collection of texts, journals, databases, and digital resources. Additionally, further investment in the library, such as modernizing infrastructure, improving digital access, and increasing subscriptions to specialized legal databases, would enhance the overall academic experience and strengthen the Department's reputation. Also, a system of space allocation could be considered, enhancing the possibilities for group work even further.	Please see the University responses on section 2, pages 7-8 and section 5, page 15.	Choose level of compliance:

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Andreas Marcou	Course Leader of LLB (Hons) Law, Assistant Professor in Legal Theory	
Prof. Stéphanie Laulhé Shaelou	Head of Department of Law, Chair of the Department of Law Academic Standards and Quality Assurance Committee, Professor of European Law and Reform	
Dr. Nasia Hadjigeorgiou	Deputy Head of Department of Law, Deputy Course Leader of LLB (Hons) Law, Associate Professor in Transitional Justice and Human Rights	
Dr. Cosmina Theodoulou	Chair of the UCLan Cyprus Academic Standards and Quality Assurance Committee	

Date: 19/05/2026

