



Doc. 300.3.1/1

Date:

External Evaluation Report (Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia/Limassol
- **School/Faculty:** Business & Law
- **Department:** Law
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – LLB

In Greek:

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

In English:

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

Programme 2 – LLM

In Greek:

ΔΙΚΑΙΟ, Μεταπτυχιακό Δημοσίου Δικαίου (3 τρίμηνα, 90 ECTS, νέο πρόγραμμα)

In English:

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

Programme 3 – PhD

In Greek:

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

In English:

LAW, PhD (3 years, 180 ECTS, new programme)

Programme Name



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. Introduction

This part includes basic information regarding the onsite visit.

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B. External Evaluation Committee (EEC)

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

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**



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

Sub-areas

- 1.1. Policy for quality assurance
- 1.2. Design, approval, on-going monitoring and review
- 1.3. Public information
- 1.4. Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*



You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Programme 1 LLB

The Department is still relatively 'young' but it has a clear mission, very good quality of staff, and the **LLB programme** it offers is well thought out and fit with the Department's research strengths and societal orientation. The teaching of courses by Professors, legal practitioners, and judges combines practice with theory in the best possible and most effective way.

Findings for Programme 2 LLM

The aforementioned findings apply also in the **LL.M in public law programme**. The pressing need for such a programme was clearly demonstrated both in the documentation provided as well as during the online meeting with the University staff. The programme is designed in a way that fits the needs of the society and gives the possibility to students to follow (and combine) an education in domestic (Cypriot or Greek) public law and EU law. It is expected, thus, to attract Cypriot and Greek student and produce lawyers specialising in Cypriot and/or Greek public law. Both compulsory and elective courses fit the objectives of the programme.

Findings for Programme 3 PhD

The initiation of a **PhD in Law** programme is compatible with the University's vision to become a leading research institution in research and to produce academics, and Cypriot academics, in particular, who are, currently in scarce numbers and in demand.

Strengths

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

Strengths for LLB

Very qualified teaching staff
 Programme corresponds to the EQF
 Coherence and compatibility of the LLB programme
 Good relation between compulsory and elective courses
 Clear orientation to legal practice and reform
 Promising strategy for growth
 Profits from external experts and practitioners

Strengths for LLM



In addition to the above, the LL.M programme in public law is expected to fill a gap in the academic market.

It is designed in a way that takes into account the labour market's needs.

It combines in a good ratio of domestic and EU law.

It includes contemporary issues, such as EU environmental law.

It gives the possibility of writing a master thesis and includes a list of elective courses to prepare the students for the master thesis.

It is designed in a way combining both academia and practice.

It has received input from various stakeholders, including academics, lawyers, judges and EU administrators.

Quality assurance procedures run in all programmes.

Strengths for PhD

The initiation of a PhD in law programme is compatible with the University's vision to become a leading research institution in law.

The teaching staff appears not only to be competent, but also to have a genuine interest in research and is enthusiastic to supervise young researchers.

The planned 90% discount to PhD fees should make the institution very attractive to prospective students

Quality assurance procedures run in all programmes.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for LLB

The programme of study is offered in two different cities (Nicosia and Limassol) and in two different orientations (Greek and Cypriot Law) and therefore is a risk of possible downgrading as teaching staff will be forced to constantly relocate from one city to another. Furthermore, one should take into consideration whether a second branch offering the same education, serves the actual demand and whether it reflected the needs of the market.

Areas of improvement and recommendations for LLM

The aforementioned problem becomes even more pertinent in the context of the LL.M in public law, where the number of students is expected to be much lower than in the LL.B programme. It would be worth reconsidering this 'duplication', especially for the LL.M programme, where the students may have a preference for one specific teacher.

Areas of improvement and recommendations for PhD

The number of PhD researchers who are expected to join the programme is not clearly defined.



The students' workload in the PhD in law programme appears to be excessive and may be, further, prove to be detrimental in the delivery of the thesis. The department suggested during the online meeting that the many ECTS required for the obtention of the PhD degree aimed to make sure that the PhD researchers received adequate training and wrote their thesis within a structured-research environment.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>LLB</i>	<i>LLM</i>	<i>PhD</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant



2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*



- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*



Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Programme 1 LLB

The process of teaching and learning is flexible and supports students' individual and social development. The teaching of courses by Professors, legal practitioners, and judges combines practice with theory in the best possible and most effective way. Teaching methods, tools and material correspond to the international standards of legal studies. The compulsory attendance of courses by the students and mid-term examinations are a great help to the educational process.

Findings for Programme 2 LLM

The programme combines EU, comparative and domestic (Greek or Cypriot) public law. It covers all areas – within the given ECTS, that one would expect to find in an LL.M programme in public law. Teaching is provided by teaching staff with diverse professional experience (academia, practice, judiciary) ensuring the necessary polyphony expected at a Master level.

Findings for Programme 3 PhD

The programme is structured around teaching courses relevant for the PhD researchers as well as courses on methodology and thesis writing. It is focused on ensuring that the PhD students receive adequate guidance and stimulation throughout their doctoral studies.

Strengths

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

Strengths for LLB

Interconnection between practical and theoretical studies due to the participation of practitioners and judges to the study programme

Permanent students participation in the learning process

Student's assessment corresponds to the European Qualifications Framework

Loyalty of alumni to the institution

Strengths for LLM

Interconnection between practical and theoretical studies due to the participation of practitioners and judges to the study programme.

Possibility to write a Master thesis or follow elective courses.

Possibility to follow seminar(s) on research methodology, regardless of the choice of writing a Master thesis.

Students' assessment corresponding to the EQF.

Combination of EU and national law (whether the students have opted for Cypriot or Greek law).



Fundamentals of comparative law to acquaint the students' with other legal systems.

Strengths for PhD

The programme's structure allows for continuous monitoring of the students' progress, helping, thus, to reduce 'PhD fatalities'.

PhD researchers are offered several 'tailor-made' to their research interest courses, as well as seminars on research methodology.

A proper framework for structured interaction with the PhD supervisor is established.

Students receive funding to participate in two (international) conferences, where they can present their research.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for LLB

The Department must apply a more effective strategy of attracting high-level students from Cyprus and abroad. Further enrichment of the University's library with specific material and data bases is recommended.

We encourage the Department to maintain the close connection of its programmes with the practice of the legal profession in Cyprus.

Areas of improvement and recommendations for LLM

It is recommended that the library acquires access to the NOMOS database, that is deemed necessary for students studying Greek law.

Furthermore, the EEC raised the issue of the non compulsory nature of the Master thesis. It was clarified during the online meeting that the rule regarding the distribution of the electives and the writing of the master thesis is 'flexible', in the sense that students may elect to follow the 'thesis' research methodology and preparation course, even if they do not opt to write a Master thesis. The EEC believes that this, in conjunction with the requirement to write research papers in other courses, suffices to give the students some background in research (methodology). It, however, recommends the department considering making the writing of the master thesis compulsory.

Areas of improvement and recommendations for PhD

The EEC found that the requirement to have two publications in peer reviewed journals in order to be granted to Doctorate degree, excessive and incompatible with standard practice in law. It recommends to remove it.

The EEC found that the PhD programme was rather 'teaching-loaded'. The 180 ECTS that need to be acquired to receive the degree were considered to be too many and leave little freedom to PhD researchers to pursue their research.



The courses to be offered on 'Advanced legal topics' will be designed based on demand/ the topics the PhD students pursue. It is doubtful whether a sufficient number of PhD students will pursue research in the same research area, to allow for a seminar to be built around that. If the programme wants to start already in September 2022, the curricula for these courses will, most likely, not be ready yet.

Additional funding for participation in international conferences would be welcomed.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>LLB</i>	<i>LLM</i>	<i>PhD</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1. Teaching staff recruitment and development**
- 3.2. Teaching staff number and status**
- 3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Programme 1 LLB

The EEC was impressed with the quality and range of the Department's teaching staff and is convinced that they have all the formal and substantive skills to deliver on all programmes under consideration. Teaching staff qualifications are adequate to ensure quality and sustainability of the teaching and learning.

Findings for Programme 2 LLM

The EEC was impressed with the quality and range of the Department's teaching staff and is convinced that they have all the formal and substantive skills to deliver on all programmes under consideration. Teaching staff qualifications are adequate to ensure quality and sustainability of the teaching and learning.

Findings for Programme 3 PhD

The EEC was impressed with the quality and range of the Department's teaching staff and is convinced that they have all the formal and substantive skills to deliver on all programmes under consideration. Teaching staff qualifications are adequate to ensure quality and sustainability of the teaching and learning.



Strengths

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

Strengths for LLB

The number of the teaching staff is adequate to support the programme of study.

Visiting staff number does not exceed the number of the permanent staff.

Recognised visiting teaching staff participates in teaching and enrich the curriculum.

Teaching staff studies and publications are closely related to the programme's courses.

Strengths for LLM

The programme is taught by staff specialized in Cypriot or Greek public law. The teaching staff is, thus, specialized and competent in the respective field they teach. Several of the members of the teaching staff have held prestigious positions in EU institutions and domestic courts. Teaching staff with experience in academia, practice and policy-making provides, thus, for a holistic approach in studying public law.

Strengths for PhD

The department staff is encouraged to and supported in applying for research grants. The department has a dedicated research grant support office that facilitates, from an administrative perspective, the staff to apply. Incentives are based on a reduced teaching load. Successful applications may create more PhD positions.

Each member of the (permanent) teaching staff has its own research fund that supports research, publications and networking.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for LLB

We recommend greater transparency in the recruitment of staff, including non-permanent staff. More sabbaticals for teachers will help research and teaching.

Areas of improvement and recommendations for LLM

We recommend greater transparency in the recruitment of staff, including non-permanent staff. More sabbaticals for teachers will help research and teaching.

Areas of improvement and recommendations for PhD



We recommend greater transparency in the recruitment of staff, including non-permanent staff. More sabbaticals for teachers will help research and teaching.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>LLB</i>	<i>LLM</i>	<i>PhD</i>
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Programme 1 LLB

The grade required for someone to enter the Law School is 16/20. Students with lower grades will also be considered, but the criteria for this are not as clear as they should be. Importantly, the school takes care to monitor the progress of weak students or students who fail exams.

Findings for Programme 2 LLM

The attached documents/annexes provide the general guidelines from admission to master programmes. Clearer and more specific criteria for the LL.M in public law should be provided. The monitoring of the students is close and throughout the programme.

Findings for Programme 3 PhD

The criteria for admission are clear. The programme for doctorate studies establishes an intense programme that allows for close monitoring of the students both by the relevant committees and through their studies/offered courses.

Strengths

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



Strengths for LLB

Published regulation regarding student admission, progression, and student certification
Close monitoring of student progress
Clear procedure of recognition for prior learning experience (studies at a prior faculty)
Loyalty of alumni to the institution

Strengths for LLM

The published regulation regarding student admission, progression, and student certification is clear
Close monitoring of student progress
Clear procedure of recognition for prior learning experience (studies at a prior faculty)
Loyalty of alumni to the institution

Strengths for PhD

A number of committees that follow the PhD researcher throughout their research is established.
The different committees ensure transparency, impartiality and quality control.
The criteria for someone to become a member in a PhD committee are clear and in compliance with international standards.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for LLB

The criteria for admission are not entirely clear. While a minimum grade of 16/20 in the 'apolytirion' is required for one to enter the programme, students may be admitted on an ad hoc basis with a lower grade than this. As we have been told, this is a borderline assessment. We believe, however, that this is not specified, so that it can be assumed that a student with a particularly low grade could be admitted.

Areas of improvement and recommendations for LLM

Regarding admission, the departmental requirements do not specify whether a minimum grade in the Bachelor degree is required.

The minimum number of students for an elective course to be offered is not specified in the regulation, although during the online meeting the members of the department specified that the minimum number of requisite students is 5.

Areas of improvement and recommendations for PhD

The EEC understands that the PhD regulation provided is the general regulation applied at the University, however, it is worth clarifying in the context of the PhD programme whether Master degrees in areas other than law, would still allow a student to pursue a PhD in law.

In a similar vein, more details on the PhD qualifying exam, would be welcomed.



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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	LLM	PhD
4.1	Student admission, processes and criteria	Partially compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

- Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose.
- Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.

5.2 Physical resources

Standards

- Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose and students are informed about the services available to them.

5.3 Human support resources

Standards

- Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose and students are informed about the services available to them.

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*



Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for LLB

The EEC believes that the department is adequately resourced. The online visit did not allow us to inspect the suitability of the teaching rooms, though the available information suggests no obvious problems. During the online interview, we had a thorough discussion about the Department's unusual choice to offer its taught programmes in both Nicosia and Limassol, but we were convinced by the staff that this is a rational choice, given the number of students.

The EEC further recommended the development of a Department-centred alumni network.

Findings for LLM

The EEC believes that the department is adequately resourced. The online visit did not allow us to inspect the suitability of the teaching rooms, though the available information suggests no obvious problems. While the EEC understood the choice of the department to 'split' the LL.B programme between Nicosia and Limassol, we thought that in the context of the LL.M in public law, possibly, such a decision would not be justified.

Findings for PhD

The EEC believes that the department is adequately resourced. The online visit did not allow us to inspect the suitability of the teaching rooms, though the available information suggests no obvious problems.

Strengths

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

Strengths for LLB

The department is adequately resourced both with regard to physical premises, as well as, to administrative support. The offer of several scholarships is welcomed. The number of teaching and administrative staff seems to ensure that each student has a good 'support system' in both areas.

Strengths for LLM

The department is adequately resourced both with regard to physical premises, as well as, to administrative support. The offer of several scholarships is welcomed. The number of teaching and administrative staff seems to ensure that each student has a good 'support system' in both areas.

Strengths for PhD

The department is adequately resourced both with regard to physical premises, as well as, to administrative support. The offer of several scholarships is welcomed. The number of teaching



and administrative staff seems to ensure that each student has a good 'support system' in both areas.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for LLB

While the library is generally well-resourced, the EEC recommended that it further acquires access to the NOMOS and Kluwer databases. The EEC further recommended the development of a Department-centred alumni network.

Areas of improvement and recommendations for LLM

While the library is generally well-resourced, the EEC recommended that it further acquires access to the NOMOS database, which will be particularly interesting for students specialising in Greek law, and the Kluwer law database for those that work on EU and international law.

The EEC is unsure whether the 'division' of the LL.M between Limassol and Nicosia should be maintained given both the number of the students and the teaching staff.

The EEC further recommended the development of a Department-centred alumni network.

Areas of improvement and recommendations for PhD

While the library is generally well-resourced, the EEC recommended that it further acquires access to the NOMOS database, which will be particularly interesting for students specialising in Greek law, and the Kluwer law database for those that work on EU and international law.

The EEC further recommended the development of a Department-centred alumni network.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	LLM	PhD
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant



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



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6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1. Selection criteria and requirements

6.2. Proposal and dissertation

6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.



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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer



D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Overall, the EEC was impressed with the quality of the existing and planned programmes. The EEC believes that both the LL.M in public law and the Ph.D programmes are relevant programmes that will attract students from Cyprus and Greece. The Ph.D programme, the University aims to launch, is in line with the University's vision to develop its research branch. As provided in the report, the EEC appreciated very much the design of all programmes, the teaching staff and their teaching methods, the University's resources and the processes for continuous quality control. The few remarks for improvements it made throughout the report should be perceived as mere suggestions as to how to potentially improve some minor issues pertaining to the students' entry requirements, the intensity of the Ph.D programme and the transparency in the recruitment process.



E. Signatures of the EEC

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

Date: 22/05/2022

