

Doc. 300.1.1/4

Date: Date.

External Evaluation Report (Joint - E-learning programme of study)

- **Higher Education Institution:**
Frederick University
- **Collaborative Institution(s):**
Hellenic Open University
- **Town:** Nicosia

- **School/Faculty (if applicable):** Business and Law
- **Department/ Sector:** Law
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Ευρωπαϊκό Δίκαιο, Μάστερ (LLM), Εξ αποστάσεως

In English:

LLM in European Law, 3 Semesters, 90 ECTS, Distance Learning, Joint with Hellenic Open University

- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **Concentrations (if any):**



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit took place on 14 June 2021 online owing to the Covid-19 pandemic. Prior to the visit, the External Evaluation Committee had the opportunity to embark upon a virtual tour of Frederick University and to read the documentation concerning the new programme which will be provided jointly by Frederick University and Hellenic Open University. The Committee met with the Rector of Frederick University and the Vice President of Administrative Affairs of Hellenic Open University, the Vice-Rectors of both institutions, the Dean of School of Business and Law, the Chair of the Department of Law as well as with members of academic and administrative staff and students.

The members of the External Evaluation Committee appreciated the extensive information which was provided on 14 June 2021 and the explication of both the rationale and the added value of the new LLM in European Law (distance learning). The presentations made by the representatives of both institutions were comprehensive and detailed. The meeting with the distance learning unit of Hellenic Open University was insightful and the presentation of the Department of Law by Professor Clerides shed light on the strategic goals of the Department and its impressive vision. The programme's standards, admission criteria, learning outcomes and structure were discussed and the members of academic and administrative staff who participated in the discussions displayed a remarkable openness in answering the External Evaluation Committee's questions and providing as much information as possible.

As the programme has not formally commenced, the External Evaluation Committee met with students and graduates of other distance learning postgraduate programmes run by Hellenic Open University. All of them expressed their appreciation of, as well as satisfaction with, the content and delivery of their chosen studies.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dora Kostakopoulou	Professor of European Law and European Integration	KU Leuven
Ramses Wessel	Professor of European Law	University of Groningen
Saskia Hufnagel	Reader in Criminal Law	Queen Mary University of London
Jordi Conesa i Caralt	Associate Professor	University Oberta de Catalunya
Nicoletta Epaminonda	PhD Candidate	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 the 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.

Frederick University will collaborate closely with Hellenic Open University in delivering the LLM in European Law by distance learning. Frederick University was founded in 2007 and is among the first private Universities

operating in Cyprus. Its governing structure consists of the Council of the University, the Senate and five Schools/Faculties, namely, Engineering, Business and Law, Education and Social Sciences, Health Sciences and Arts, Communication and Cultural Studies. Its mission is to provide a learning environment through teaching and research which enhances students' potential and personal development and contributes to the betterment of society domestically and internationally. The Law Department of the School of Business and Law views this joint programme as the first step in creating an LLM portfolio which will provide important knowledge and skills to students in Cyprus and abroad and will meet the needs of Cypriot and Greek professional communities and society. In this respect, the programme is aligned with the internationalisation goals of the Department and its mission to provide a valuable service to students and national and international communities. The Hellenic Open University, on the other hand, has had a significant experience in the design and delivery of distance learning programmes since its establishment in 1992. It has had more than 50.000 graduates and has c. 30.000 active students. It has acquired an excellent reputation in distance learning education. The School of Social Sciences of Hellenic Open University views this joint programme as the first step in the provision of single or joint programmes in the field of Law. The collaboration of the two institutions and the ensuing synergies will yield greater connectivity between the two countries, will provide services to a significant number of students in both countries and will contribute to the enhancement of knowledge of, and familiarity with, European Union law in Cyprus and Greece. In this respect, the LLM in European Law is aligned with the institutional strategies of both Frederick University and Hellenic Open University, has a broader mission, which is socially and professionally inspired, and is distinguished by explicit intended learning outcomes.

It fully reflects the four purposes of higher education of the Council of Europe, namely, the 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.

The joint programme's duration is three academic semesters (or six academic semesters part-time) and 90 ECTS are necessary for the successful completion of the programme. It is a unique programme in that it provides a very panoramic coverage of European Union law by incorporating modules beyond the traditional internal market, competition law and commercial law orientations. It includes modules on the protection of fundamental rights in the EU, energy law, environmental law, the law of the area of freedom, security and justice, maritime law, public procurement law, information technology law and European tax law. All modules have 10 ECTS with the exception of Dissertation which has 20 ECTS. The expected student workload reflects the number of ECTS and the programme is designed to ensure a smooth student progression. The research methodology module is compulsory for those students who will choose to write a Dissertation. The successful completion of the programme of study will result in the award of a qualification (LLM) by both institutions which corresponds to the Framework of Qualifications of the European Higher Educational Area.

Discussions about the membership of the teaching staff who would deliver the modules have taken place and the CVs of the Teaching Personnel, their responsibilities and workload were effectively communicated to the External Evaluation Committee. There is emphasis on ensuring high quality teaching and active research engagement which, in turn, informs teaching. The Application Annexes provided information on the programme's courses, teaching personnel and the teaching periods.

Quality Assurance

Both Frederick University and Hellenic Open University have formal policies on quality assurance which are publicly available. More specifically, Frederick University has established an Internal Quality Committee which is appointed by the Senate and consists of the Vice Rector, one representative from each School, one representative from administrative staff, two student representatives and two Quality Assurance experts.

External quality oversight is provided by the Cyprus Agency of Quality Assurance, the European Commission and Hellenic NARIC. Professional bodies contribute to the accreditation of specific programs. It complies with international and European quality standards and there is continuous monitoring and evaluation of its programmes and Schools. The Internal Quality Committee submits a report to the Senate of the University every two years.

There are three layers of internal evaluation; namely, the evaluation of courses by students, the evaluation of courses by faculty which submits reports to the Program Committee or Programme Coordinator and the program self-evaluation undertaken by the Departmental Council. The outcome of those evaluations is reported to the Internal Quality Committee of the University. The External Evaluation Committee had the opportunity to examine the templates for evaluation, namely, forms IQC 100 (student questionnaires which are completed by the students online at the end of semester and are used by the course instructor and the program advisor for the suggestion of improvements), IQC 101 Faculty Course Evaluation, IQC 104 Program Self-Evaluation, IQC 105 Faculty Activity Report, Faculty Appraisal, Departmental Self-Evaluation and Services Report prepared by the Director of each Service.

The forms are very well-designed and provide room for a comprehensive assessment. The programme self-evaluation form makes reference to previous action plans, the input of external stakeholders, the programme structure and the number of admitted students, withdrawal, performance and the graduates' destination. The Faculty evaluation form, on the other hand, covers all areas of activity and includes the examination of the effectiveness of teaching delivery, research funding and research, research publications, conference activity and the creation of pathways to impact.

Student participation in quality assurance takes place via their assessment of each course, participation in the Council of the Department and in focus groups, participation in the Council of the School and in the Internal Quality Committee of Frederick University.

A similar rigorous quality assurance policy exists at Hellenic Open University which is understood to apply to the LLM in European Law.

The application and the presentations delivered on 14 June 2021 confirm the electronic assessment of modules by students and the evaluation of teachers in terms of communication outside the Group Counselling Meetings, during the Group Counselling meetings and the marking of written assignments. The aim of the evaluation is to inform the continuous upgrading of the services provided by HOU. On pages 19 and 20 of the Application Form there is detailed information about the processes of course and faculty evaluation. The responsible unit for evaluating teachers is the Internal Evaluation and Training Unit of EAP.

Public Information

The LLM in European Law is not in operation yet and therefore the required information under this section will be provided following its accreditation.

The External Evaluation Committee recommended the publication of a Student Handbook for Postgraduate Studies which would provide information about all masters and PhD programmes provided by Frederick University as well as the services, including scholarships, which are available to students.

Evidently, a study guide on the joint LLM in European Law will be compiled in due course.

Information Management

Although this sub-area is not applicable because the LLM in European Law has not been formally established, the External Evaluation Committee had the opportunity to review standards, practices and policies in general operation on 14 June 2021. The required data is collected, monitored and analysed. The impression of the Committee is that improvements are needed in the collection of data on the employability of students (i.e., the career path of graduates) and that Hellenic Open University has recently established an office which will facilitate this process.

Strengths

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

A carefully designed joint programme aligned with the institutional strategies of both Universities having a broader educational and social mission;

A panoramic coverage of EU law which will enhance the knowledge base of students and meet the needs of diverse professional communities and the Cypriot and Greek societies;

Well-established and rigorous quality assurance policies and practices in both Frederick University and Hellenic Open University;

Emphasis on continuous improvement and upgrading of services on the part of both institutions based on student assessment;

Well-established policies/processes of preventing, detecting and dealing with plagiarism.

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 External Evaluation Committee recommended the publication of a Student Handbook for Postgraduate Studies which would provide information about all masters and PhD programmes provided by Frederick University as well as the services and resources, including scholarships, which are available to them.

Evidently, a study guide on the joint LLM in European Law will be compiled in due course.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Not applicable



1.4	Information management	Not applicable
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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
- 2.4 Study guides structure, content and interactive activities

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 the 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 e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *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.

Both institutions involved in the evaluated programme are strong in the provision of distance learning education for those students who are unable to attend a conventional programme of study. They have been assessed as "Excellent" by the external and voluntary accreditation of the European Association of Distance Teaching Universities (EADTU). Both institutions have distance learning units which supervise the implementation of a distance learning methodology and support students and teachers. The e-learning methodology includes: a) directed learning online and educational material; b) dynamic online interaction (weekly learning activities and communication); and c) assessment activities. All three pillars ensure that the needs of students and the requirements for the accreditation of distance learning programmes are met. Concerning the programme under evaluation, the External Evaluation Committee was satisfied with the provided information as regards the delivery of distance learning. In particular, the students would be provided

with the required information for self-organisation, communication in relation to learning activities, formative and summative evaluation, learning outcomes, formative feedback for each activity and the rational use of the materials and available tools.

The modules, having 10 ECTS (with the exception of the Dissertation), are accompanied by clear and extensive study guides. These provide information on the methodology of each module, the content, the aims and objectives, the learning outcomes, the bibliography, the weekly activities, self-assessment exercises and, generally speaking, the work that needs to be undertaken by students. Analytical dimensions are complemented by practical examples and problems, thereby promoting the interconnection between theoretical and practical studies.

The communication among all parties involved in the learning activities is provided by different means. The communication among students is promoted via student communities as well as in synchronous sessions of each module. In addition, the methodology used is based on easy and fluid communication between students and teachers, the prompt response to emails and the provision of formative feedback on activities undertaken.

Module assessment is based on a combination of continuous assessment and a mandatory final exam. The continuous assessment carries a weight of 40-50%, which is based on the combination of the assessment of written assignments and student participation in various activities. The External Evaluation Committee also noted a number of non-graded self-assessment exercises, which facilitate self-evaluation and ownership of the process of learning. The assessment criteria of all activities are transparent and will be communicated to students in advance via the use of rubrics or examples that show successful activities. The assessment of dissertations requires the active involvement of more than one examiner.

Flexibility is, to some extent, incorporated in the learning process in that there is a possibility for the students to retake the final exam. In addition, as detailed information is provided to students at the outset, students can adapt and adjust their learning pace according to their needs. However, more flexibility in the assessment of the various activities must be provided. This could take the form of the grant of extensions in the submission of work, sensitivity to students' diverse needs and capabilities and an active commitment to support the needs of students who might have disabilities.

Both universities have in place policies and processes to deal with student complaints. This process is facilitated by the fact that each tutor is responsible for 25-30 students and the provision of three 4-hour scheduled meetings between the instructor and the students per semester. Learning analytic techniques are used to monitor students' interaction within the learning management system and to identify improvement opportunities in various areas. This process complements the quality assurance policy of ensuring the continuous upgrading of services and the improvement of the programme of the teaching in the future.

The learning management system used is based on Moodle and it supports online teaching, learning and administrative processes. The learning management system integrates with WebEx and Microsoft Teams to provide support to synchronous sessions.

Strengths

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

Clearly defined and effectively implemented e-learning methodologies.

Presence of distance-learning units providing high quality services to students and tutors and having very good infrastructures and resources. This ensures the maintenance of high-quality education.

Continuous evaluation of distance learning by non-mandatory external accreditation organisations.

Detailed study guides providing useful information to students.

The distance learning methodologies of both HOU and Frederick University are well-established and incorporate synchronous sessions between students and tutors. In addition, the explicit information regarding teaching and learning which is provided in the “General Section” of study guides represents good practice.

The use of learning analytics to monitor students’ activities and to identify improvement areas is considered to be a good practice.

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.

Collaboration amongst students is mainly centred on online synchronous meetings. In this respect, the incorporation of gamification techniques would be very useful to promote the use of formative assessment activities or to create role activities that simulate real situations.

The resources that appear in the learning guides are mainly textual. Textual materials are the base materials in distance learning and multimedia resources may improve the performance, understanding and engagement of students according to literature. Therefore, it would be advisable to include more multimedia materials taking into account accessibility recommendations (short length, subtitled, with non-textual information and so on).

The length of units (10 ECTS) is a little longer than that normally desirable in a distance learning context. As distance learning students have to manage to cope with family, work and studies, more flexibility would be desirable in order to avert failure due to unpredictable events. The External Evaluation Committee would recommend the provision of more flexibility in the delivery of activities.

Student interaction and performance is monitored, but the process could be improved by using some more sophisticated learning analytics techniques.

Final exams are not perfectly aligned with distance learning methodology and the geographical distribution of students. More opportunities for formative assessment during the module could be introduced.

The departments should reflect on the possibility of incorporating more controls for identifying authorship in final online exams.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	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.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *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:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *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.

The External Evaluation Committee noted the following with respect to teaching staff:

- The teaching staff is fully qualified to teach in the study programme. The team consists of a combination of full professors (2), associate professors (1), assistant professors (5), visiting assistant professors (3) and special teaching staff (4). Some of the visiting staff are well-qualified legal practitioners from Greece and most of the teaching team have completed part of their education outside Cyprus and Greece. Several of them combine academic activities with active practice in the profession. There is interdisciplinarity in the academic background and research activities of the teaching team, thereby ensuring a comprehensive coverage of diverse modules. The number of staff is adequate for the delivery of the programme, which is anticipated to recruit 40 students in its first year of operation.
- Staff recruitment policies seem to be transparent and based on clear rules and procedures. Posts are advertised containing the possibility of renewal of contracts after three years.
- With regard to the development of teaching skills, teaching staff are supported through the provision of continuous seminars on the pedagogic aspects of the e-learning experience. Student evaluations also contribute to the development of teaching skills.
- The evaluation of the courses is carried out by the HOU in different ways and is quite comprehensive: 1. Teacher assessment by students and coordinators; 2. Coordinator Assessment by teachers and Study Programme Directors; and 3. Study Programme Directors Assessment by Coordinators Teaching. Staff evaluation reflects various aspects of teaching: assessment of the teacher in terms of communication outside the Group Counselling Meetings (OSS); evaluation of the teacher during the Group Counselling Meetings; and evaluation of the teacher with respect to the marking of written

assignments. Teaching staff become aware of the students' and the coordinators' evaluation so that their performance could be improved. The institution also takes the evaluation results into account when assessing prospective teachers, and in making to decisions about the renewal of teaching contracts. The External Evaluation Committee was provided with copies of the evaluation forms that are being used.

- The teaching staff in the postgraduate programme are academically active and publish in internationally recognized journals and books and participate in international conferences. Their research is related to the courses taught in the programme and addresses various dimensions of European law and integration. The specific research expertise of the staff is also valuable for the research activities of the students, such as, in particular, the dissertation and various assignments.
- The teaching work load for staff is set at 12 hours per week. This includes actual teaching only; it excludes teaching preparation, meetings with students, assignments and exams, coordination meetings and so on. While finding time for research remains a challenge for most staff members, during the site visit the members of the teaching staff did not express any worries about it. Specific programmes and funding support exist in order to provide more research time to staff members on an individual and ad hoc basis; for example, when a lecturer is working on a specific research project.

Strengths

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

The availability of staff from both Frederick University and the HOU will allow for the effective delivery of the programme. It would also ensure that the European law dimensions of various policy areas and the important impact of European Union Law are clearly communicated to students.

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.

While the External Evaluation Committee noted that 12 hours of teaching per week is required under Cypriot law, more flexibility could be introduced into the system. In many universities in Europe, there is an overall average of 50-50 (or 40% teaching, 40% research, and 20% administration), but also more variation among the staff. To be able to continue to provide high level academic courses, doing research in these areas is essential. The Committee would recommend more dialogue between the partner institutions, and more flexibility concerning the 12-hour rule. This would allow for variations in either the teaching load or research time and the optimal use of staff skills.

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

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

A pre-defined admission and progression process is in place which should be published in the student handbook for the programme. As the course has not commenced, there is no implementation of the processes yet.

Accepted in this programme are graduates from Greek universities (law schools) or accredited, cognate foreign institutions and of domestic or accredited and cognate foreign institutions whose field of studies is related to the general learning objectives of European Law and other related subjects. Graduates of technological education institutions with related content and graduates of other universities and technological education institutions can be accepted on the basis of a proposal of the academic committee and a decision from the administrative committee of the Hellenic Open University.

The certification process is defined and should be published in the student handbook for the programme.

In terms of admissions, no minimum grade is mentioned as a requirement for entering the programme and this is non-comparable with other prestigious programmes, unless this is common practice for distance learning programmes. In addition, it is not clarified what criteria the academic committee would consider in proposing participation of non-law students in the programme. In the discussions with representatives of the Hellenic Open University and Frederick University it was highlighted that students with a law degree would be given preference over students without such a degree in the admission process.

In relation to the certification process it could be considered awarding an LL.M. to students with a law degree and an MA in European Law for students without a law degree and/or without a university degree.

The English requirement is problematic in the admissions process. It does not seem to be required for all courses (see, e.g. EU Criminal Law). Rather than changing the English requirement, the different modules' readings should perhaps be harmonized to include both English and Greek materials so that the English requirement is justified.

Strengths

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

The inclusivity of the admission criteria and the recognition of work experience and academic interdisciplinarity are strengths of the programme.

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.

Admission procedures for students from non-related disciplines could be better defined to maintain the equal treatment of all applicants.

In relation to the certification process, it could be considered awarding an LL.M. to students with a law degree and an MA in European Law for students without a law degree and/or without a university degree.

The requirement of an English language certificate is laudable, but, in response to this, all modules should include at least some English reading materials.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	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

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *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 e-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.

The External Evaluation Committee understands that the distance learning aspect of the course is going to be delivered through HOU's existing infrastructure, taking advantage of the expertise the university has in this area.

It appeared from the presentations and from discussions with university staff that great emphasis is to be placed on the interactivity of the activities set. Moreover, it was commendable that staff wanted to place significant weight on the analysis and discussion of research articles and case studies.

The case studies ought to be useful for interactive learning as well as simulating problem-solving scenarios, which is vital for an LLM that intends to have practical applicability. It will also help students transfer their knowledge to real-life situations, make decisions, and study the consequences of their decisions. Moreover, it builds skills in experiences and attitudes like in real life and also in experiencing - not just memorizing – knowledge.

Types of instruction/educational material, according to the presentation, include: video presentations, parallel texts, bibliographies, activities, notes, assignment topics from previous years and, of course, personalized feedback. The External Evaluation Committee thought this was promising.

It was promising, too, that tutors encourage student collaboration in the learning process. The External Evaluation Committee was pleased to note that each module has a separate forum for discussing topics concerning the module, that each student section of the module has a forum for discussions between students and tutors, on a group basis, and that students actively use social media (not operated by HOU) to organize their work, especially when preparing to submit assignments.

It was specifically asked of the library staff whether adequacy of resources was ensured for changing circumstances, and the External Evaluation Committee was encouraged by the response that the planning of resources is aimed at bigger numbers than the current ones, so as to be able to accommodate fluctuations in student numbers.

Furthermore, according to the presentations we were given, information and support of new students include: distribution– posting of printed information and teaching material, as well as electronic information letters; personal communication and introductory/acquaintance letter from Tutor to the Student; greeting through the educational platform (LMS - course.eap.gr) from the Program Course Director, Module Coordinator and Module Tutors; Focused counseling during the 1st Group Counseling Meeting; and regular monitoring of student progress by tutors (and Module Coordinator, if required) through the learning management system (courses.eap.gr).

Discussions with students from current HOU programmes confirmed that there are support and counselling services and that students have been informed accordingly. Frederick University has relevant information about this on its website (Support and Counselling Office). However, more effort should be directed towards disseminating the gender equality and non-discrimination policies of both partner institutions.

Given the nature of the programme and its online nature, it appears that care is taken to cover the needs of a diverse student population, such as mature, part-time and employed students, but students with special

needs and students who might experience personal problems would need more support. There is not much scope for international students in this programme, given that the language of instruction is Greek.

As far as students' mobility within and across higher education systems is concerned, we note that in the context of ERASMUS+ programme the Law Department of Frederick University has established collaborations with Greek Universities, such as the National and Kapodistrian University of Athens, Democritus University of Thrace, University of Macedonia and Panteion University of Social and Political Sciences. Whilst this might not be immediately beneficial to LLM students, it nevertheless indicates an outward-facing approach which is commendable.

Strengths

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

We were assured that all resources are fit for purpose and the library staff, in particular, displayed a very positive attitude towards acquiring new materials (especially in the digital sphere, which is vital for a distance-learning LLM). We also note from Frederick University's Strategic Plan that library facilities are being enriched with journals, the common law library, Halsbury's, etc, and that new books are acquired every year. Furthermore, from discussions with current HOU students (from other programmes), we were informed that they had access to all facilities and to digital information.

It is important to note that Law requires specialized resources, but Mr Daphnos Economou seemed to be well-versed in these and eager to receive further recommendations as and when they were provided.

We thought it was positive for flexible learning that dates were arranged several weeks in advance (for students' better planning), that much electronic material would be in the form of recorded lectures/presentations and that synchronous and asynchronous discussion rooms were widely used in other programmes, which presumably would also be used in this joint programme.

In the video tours the External Evaluation Committee saw that the premises, library and study facilities and IT infrastructure were more than adequate to support the study programme, especially considering that it is a distance learning programme. The facilities appeared to be in very good condition, with emphasis placed on collaborative learning.

Moreover, the External Evaluation Committee was informed that the welfare support services have been moved online; this widens their accessibility, particularly for a distance learning programme.

The External Evaluation Committee was also informed that students of this joint programme will have access to both the Hellenic Open University and Frederick University library resources and will receive information about the services available to them via email communications and the relevant webpages of the university websites.

From discussions with current students (from other programmes at the Hellenic Open University), it appears that the human support resources are very good. There is a very quick response (in fact the External Evaluation Committee was informed that responses from tutors/mentors were received quickly and no later than 24 hours).

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.

More visibility of the gender equality and non-discrimination policies of both institutions would be recommended.

The students would also benefit from regular reminders of the available welfare and well-being support services of the universities.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Eligibility (*ALL ESG*)

Sub-areas

6.1 Legal framework and cooperation agreement

6.2 The joint programme

6.3 Added value of the joint programme

6.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

6.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

6.3 Added value of the joint programme

Standards

The joint programme leads to the following added values:

- *Increases internationalisation at the institutions.*
- *Stimulates multinational collaboration on teaching at a high level and makes cooperation binding.*
- *Increases transparency between educational systems.*

- *Develops study and research alternatives in accordance with emerging needs.*
- *Improves educational and research collaboration.*
- *Offers students an expanded and innovative arena for learning.*
- *Increases highly educated candidates' employability and motivation for mobility in a global labour market.*
- *Increases European and non-European students' interest in the educational programme.*
- *Increases competence at partner institutions through cooperation and implementation of a best practice system.*
- *Increases the institution's ability to change in step with emerging needs.*
- *Contributes to tearing down cultural barriers, both personal and institutional.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

A copy of Decision number TEC: 3581 of 28 December 2020 (in Greek) on the establishment of a joint LLM in European Law by Frederick University and Hellenic Open University had been made available to the members of the External Evaluation Committee. The joint programme is offered in accordance with the legal frameworks of both the Greek and Cypriot national higher education systems and the application perfectly reflects the content of Decision No TEC 3581.

All the requested information under 6.1, Standards, features in both Decision No TEC: 3581 and the Application, apart from information on sharing the costs and income between the institutions.

Both Universities have cooperated closely in the design of the programme and will also collaborate on its delivery. Although the main quality assurance policy and processes applicable to the joint programme will be provided by Hellenic Open University, those policies are comparable and compatible with the policies of Frederick University which is bound to exert oversight as well. The mechanisms for ensuring the quality of the

joint programme reflect the European Standards and Guidelines and the External Evaluation Committee did not have any reservations concerning the quality assurance mechanisms which will be used.

The programme's language of instruction is Greek and the aims and learning outcomes of the joint programme are clearly stated in all submitted documentation. Study counselling plans are adequate and there are provisions for either students' physical presence in an examination room or online examinations.

The External Evaluation Committee noted future opportunities for providing an LLM in European Law in English as well thereby contributing to the enhancement of internationalisation at both institutions and the recruitment of students from other EU member states as well as third countries in the Middle-East, Europe and Asia.

The added value of the joint programme for both Frederick University and Hellenic Open University was noted in our response to Area 1 of the Evaluation Report. It is an innovative programme which will enhance and increase student knowledge about several fields of European law, will improve educational and research collaboration between the two institutions and will open opportunities for further curriculum design and the delivery of single as well as joint postgraduate programmes at both institutions.

The joint programme has been designed in a way that enhances students' employability in several areas by incorporating a wide range of diverse modules. In this respect, it will contribute to the personal and professional development of students as well as the Europeanisation of the Greek and Cypriot societies through the dissemination of knowledge about the constitutional and sectoral impact of EU law.

The External Evaluation Committee did not discuss the funding strategy among the partner institutions and was not provided with budgetary information.

Strengths

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

The provision of an innovative programme which will utilise the strengths of both institutions and will provide students a deeper understanding of European and its diverse impact;

Enhanced collaboration between Frederick University and Hellenic Open University which provides opportunities for further developments, the design of other programmes in law and enhanced cooperation in education and research;

Rigorous quality assurance policies in both partner universities;

Provision of diverse modules which will equip students with the knowledge and skills they need in order to compete in a global labour market.

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.

No problem areas were identified.

Suggestions included the exploration of the provision of the joint programme in English in the near future.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Legal framework and cooperation agreement	Compliant
6.2	The joint programme	Compliant
6.3	Added value of the joint programme	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF (Consider also the added value of the joint programme).

The External Evaluation Committee did not identify areas of non-compliance and is fully supportive of the proposed joint LL.M. in European Law, Distance Learning. It is a unique programme envisaged to attract high quality candidates from Cyprus, Greece and elsewhere. It is designed to provide a panoramic coverage of European Union Law and to impart knowledge and important skills to candidates or students wishing to find employment in diverse work environments. Its design and delivery will advance the strategic goals of internationalisation of both Frederick University and Hellenic Open University and will create greater synergies in course and programme development and research collaboration. The External Evaluation Committee was impressed with the e-learning methodology and both institutions' commitment to the continuous evaluation of courses, programmes and staff and the application of a rigorous quality assurance framework. The members of the teaching team are highly qualified to deliver the modules and research active notwithstanding their teaching commitments. The members of administrative staff, who participated in the discussions held on the 14 June 2021, were also highly committed and enthusiastic. The committee noted that both physical resources and the IT infrastructure are more than adequate in delivering this programme.

Although the findings of the External Evaluation Committee are very positive, we would nevertheless wish to make some suggestions for the further improvement of the programme, as follows:

The publication of a Student Handbook for Postgraduate Studies, which would provide information about all masters and PhD programmes provided by Frederick University as well as the services and resources, including scholarships, which are available to students, should complement the future publication of the Study guide on the joint LL.M in European Law.

Consideration should be given to the incorporation of gamification techniques and of multimedia materials and resources.

The External Evaluation Committee would recommend the provision of more flexibility in the submission of students' activities.

Student interaction and performance is monitored, but the process could be improved by using some more sophisticated learning analytics techniques.

More opportunities for formative assessment during the module could be introduced as well as more controls for identifying authorship in final online exams.

The Committee would encourage more flexibility concerning the 12-hour teaching per week rule for staff. This would allow for variations in either the teaching load or research time and the optimal use of staff skills.

Admission procedures for students from non-related disciplines must be better defined to maintain the equal treatment of all applicants.

In relation to the certification process, it could be considered awarding an LL.M. to students with a law degree and an MA in European Law for students without a law degree and/or without a university degree.

The requirement of an English language certificate is laudable, but in response to this all modules should include at least some English reading materials.



More visibility of the gender equality and non-discrimination policies of both institutions would be recommended.

The students would also benefit from regular reminders of the available welfare and well-being support services of the universities.

E. Signatures of the EEC

Name	Signature
Dora Kostakopoulou	
Ramses A. Wessel	
Saskia Hufnagel	
Jordi Conesa i Caralt	
Nicoletta Epaminonda	
Click to enter Name	

Date: 15 June 2021