



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].

Doc. 300.1.1

Date: Date

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** Law School/Faculty
- **Department/ Sector:** Law
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Νομική-Κυπριακό Δίκαιο (4 Έτη/240 ECTS, L.L.B.)

In English:

Law-Cyprus Law (4 Years / 240 ECTS, L.L.B.)

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

In Greek: Concentrations

In English: Concentrations



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



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A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) examined the LLB Cypriot Law (4 years, 240 ECTS, Bachelor of Law) offered at the European University Cyprus. Due to the exceptional times, an on-site visit was not possible, for which reason the external evaluation and the site visit took place online on March 3, 2022. The members of the EEC studied the application for the accreditation of the programmes of study and formed an impression at the subsequent virtual site visit.

B. External Evaluation Committee (EEC)

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

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.

1.1 Policy for quality assurance

- Policy for quality assurance of the programme of study:
 - *has a formal status and is publicly available:*

From the publicly accessible Charter of the University there is a committee on internal quality assurance responsible for a rigorous and responsive quality assurance framework. According to the application submitted the internal quality assurance is conducted based on a Quality Management Handbook.
 - *supports the organisation of the quality assurance system through appropriate structures, regulations, and processes:*

Quality Assurance is in accordance with the European Standards, Guidelines as well as local legislation.
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance:*

Students, administration personnel as well as faculty members form part of the Program Committee, which in first place monitors the academic issues of each program and makes recommendations for proposed changes in regulations. Furthermore, students participate in course evaluation through questionnaires.
 - *ensures academic integrity and freedom and is vigilant against academic fraud:*

Policy on academic ethics and student's discipline can be found in the University's Charter
 - *guards against intolerance of any kind or discrimination against the students or staff:*

Policy on complaints of discrimination is reasonably robust and the relevant procedures seem clear.
 - *supports the involvement of external stakeholders:*

Members of the legal profession are represented in the Advisory Board, which evaluates independently the programs.

1.2 Design, approval, on-going monitoring and review

- The programme of study:
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes:*

While the purpose of the program is to provide undergraduate students with broad core knowledge, it also allows them to choose specific courses according to their interest covering the material for the exams of the Greek Bar Association. However, we have two concerns. The first is that the programme allows too many non-law options; eight in total. This is an unusually high number in our experience, and it is not clear how it helps add value to the degree. As the programme stands, the number of non-law options students take is twice that of their law options. The second is that the range of choice of non-law courses available to LLB students can be confusing, as the purpose of the division between 'General Education Courses' and 'Free Choice Courses' (each of which carries 4x5=20 credits) is not very clear. We were informed that students discuss their course choice with their Personal Advisor, and receive more detailed guidance in that context, but it would be good to have clearer guidance in writing too.

- *is designed by involving students and other stakeholders:*
As mentioned above, students and other stakeholders participate in reviewing and improving the programs. The Internal Evaluation Committee and Programme Committee, both of which include student representatives, monitor the quality indicators of each program and the latter reviews the curriculum each year
- *benefits from external expertise:*
An Expert Review Panel consisting of two external faculty members as experts on the program thematic areas provide a written report and provide relevant recommendations
- *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):*
Upon completion of the program the students will be eligible to register as trainee lawyers and furthermore have acquired the legal knowledge to meet the challenges encountered in the labour market. The mission of the faculty is also to prepare mature citizens and responsible persons.
- *is designed so that it enables smooth student progression:*
The curriculum is reasonably well-structured so that more basic courses come earlier and the more complex courses come later, thus enabling smooth progression.
- *appears to be designed so that the exams' and assignments' content corresponds to the level of the program and the number of ECTS:*
Yes

- *defines the expected student workload in ECTS:*
Yes. The practice of awarding all courses with equal credits (5 ECTS) is not ideal, but it is in line with the method of calculation of ECTS credits. We would invite the Department to keep the matter under review.
- *includes well-structured placement opportunities where appropriate:* Students are given the opportunity to participate in organized visits to national and international legal bodies. Furthermore, the University has a Career Centre which ensures interconnectedness with different professional associations and enterprises.
- *is subject to a formal institutional approval process:*
Yes
- *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:*
Yes
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up to date:*
The program clearly follows the evolution and the modern trends at national as well as international level.
- *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:*

Yes, see above. The goal of periodic review is to identify the program's strengths and opportunities for improvement as well as to establish action plans and strategies for continuous and ongoing improvement. Such review is conducted every five years. Additionally, the School via the Program Committee reviews the curriculum each year.
- *is reviewed and revised regularly involving students and other stakeholders:*
Yes, see above.

1.3 Public information

- 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*

Yes. The information is available on the university's website and the student handbook.

1.4 Information management

- Information for the effective management of the programme of study is collected, monitored and analyzed:
 - *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*

Yes. We were informed that the University is moving to an online system for the collection and processing of student feedback on courses. This is a welcome development, and we hope that the University's use of the data will be sensitive to research about potential biases against particular groups.

- Students and staff are involved in providing and analysing information and planning follow-up activities.

Yes, see above.

Strengths

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

- Clear programme design
- Satisfactory progression across programme
- Involvement of stakeholders in curriculum design
- Modern feedback collection methods

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.

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 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 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.

The Committee finds that the student-centred teaching, studying and assessment is largely compliant with the requisite criteria. Specifically, we observed the following:

1. Students were encouraged to participate in the class and express any questions they might have or ask for clarifications. Based on the classes we followed (recorded or through live streaming) and on the students' testimonies the classes are interactive.
2. Students could easily make an appointment and meet their teachers to discuss academic or non-academic issues.
3. Students were given adequate information and material to prepare for the exams.
4. Students could opt for writing a thesis and/or doing their internship in preparation for the Cyprus bar exam. We found this particularly useful for the prospective professional development of the students.
5. Students could evaluate anonymously their classes. The percentage of the students who evaluate their classes (65%) is relatively high, attesting the students' participation in the assessment process and the University life in general.
6. As with all law courses, the teaching staff explained how they aim to integrate the theory they teach into practical case studies. We were assured that whenever the taught course called for such a two-prong approach (theory/practice), the teachers would do their best to ensure that practical examples were given in class. Towards this end, teachers engaged students in moot court competitions or organised visits to courts/attendances of trials.
7. The LL.B in Cypriot law offers a large selection of 'elective courses'. Students may choose from a number of 'legal courses' as well as from non-legal courses but with some potential relevance to law (eg. Courses from political science etc.). While we found the model for elective courses a bit confusing, the students we interviewed did not express any particular concerns and were pleased with the large range of courses offered.
8. It was particularly stressed to us, both by the students and the teaching staff, that the Law School adjusted very quickly to the technological changes, required in the face of the pandemic. The online teaching tools (blackboard) as well as the students' access to material online through the library appear to work very well.
9. The University offers incentives for excellence, in particular through the discount in tuition fees depending on the students' performance.
10. The assessment method(s) include exams, essay-writing and participation in class. Such an approach enhances the attendance and participation rates in the classroom.

11. Despite the absence of textbooks in Cypriot law, teachers make use of Greek and/or common law bibliography when appropriate and distribute their notes to students in order to cover the requisite materials.
12. Appropriate institutions and procedures are in place for dispute resolutions (academic and non-academic).

Strengths

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

The programme includes a list of courses that follow the traditional curriculum of a law school in Europe. It combines 'traditional' /classic courses with more modern courses, such as the ones that pertain to the law and internet. Classes appear to be interactive and the teachers encourage student participation.

Practical training is organised through a series of different possibilities – which are to be commended. Students have the possibility of practical training (before they finish their studies and before their exams for admission to the bar) as an optional course in the curriculum. Furthermore, and as per the teachers and students' testimonies, they are given the opportunity to attend trials and participate in moot courts that allow them to gain more practical experience and prepare them for their professional career in the future. Furthermore, students are encouraged to participate in classes, while the teachers are approachable and very easy to meet.

Each course is assessed on the basis of a written exam, a paper and class participation, allowing, thus, for an as-complete-as-possible evaluation.

Each course is evaluated through an automated system that allows for full anonymization. According to the statistics presented to us, 65% of the students fills out these evaluation forms, providing a good percentage of participation by comparison to other European Universities.

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.

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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

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.

Teaching academic staff consists of twenty-two qualified scientists, but only one at the rank of professor according to the list of short profiles, with generally outstanding studies and scientific publications. Eleven of them are permanent academic staff, another nine scientific collaborator and the rest two special scientists without PhD. This number of the teaching staff is in general appropriate to support the academic programme. It should be noted that two more professorships have been advertised, the deadline for which is the end of March, according to what the dean of the faculty assured us. It can be said that visiting staff does not exceed the number of the permanent staff.

The teaching staff is evaluated by the students. However, it is not clear to what extent the evaluation of staff by students influences the academic development of staff.

The teaching work of academic personnel is generally in line with their research work. Teaching staff is also encouraged to strengthen scientific research by funding participation in conferences abroad and providing the opportunity of a sabbatical every six years. It should be noted that the academic staff teaches four courses, i.e., a total of 12 hours per week. In addition to that it must correct the assignments, which are compulsory for each course. These obligations do not leave



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.

As the programme is addressed to Greek-speaking students, the pool of applicants is, inevitably, restricted to those that graduated from a Greek speaking school. If this is not the case, proof of knowledge of the Greek language is required (pg. 10 of the application). Furthermore, proof of knowledge of English is required. The yearly intake is 15-20 students, which allows for relatively small classes (although classes may be attended by students enrolled in other programmes). The grade required for someone to enter the Law School is 15/20. Students with lower grades will also be considered, but the criteria for this are not as clear as they should be. During the assessment, the Programme Coordinator informed us that the entry requirement is 16/20, when it appears to be 15/20. The University Admissions officer informed us that it is possible to admit students who do not meet the 15/20 grade criterion, as long as they have received good grades in the relevant, for the Law School, courses, and that this assessment is eventually made by the Programme Coordinator. Overall, the process and the criteria on which the Programme Coordinator bases their decision struck us as insufficiently clear. This is particularly important given that the process allows a single person to make a very important determination. Specific guidelines exist as to the possibility of transfer from another higher education institution as well as to the transfer credit evaluation policy (pg. 11 of the application). As was presented to us during the online visit, each

student is assigned a 'mentor' from the University's *administration*, who will accompany them throughout their studies with the task of advising them.

Strengths

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

Despite the lack of clearly laid out admission criteria, as pointed out below, the assessment of certain cases on an ad hoc basis allows for more flexibility in the selection process and, thus, the admission of potentially very good candidates who did not meet the requisite grade because of, for example, unforeseeable circumstances.

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 criteria for admission are not entirely clear. While a minimum grade of 15/20 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 was explained to us, this aims to allow students that did well in the relevant 'theoretical courses' in school, not to be excluded from the programme. These applications are sent to the coordinator of the programme for a final assessment. However, the process and the criteria on which the Programme Coordinator bases their decision struck us as insufficiently clear. This is particularly important given that the process allows a single person to make a very important determination.

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	Partially 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

- *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.

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:*

Yes. A well-stocked library as well as numerous databases are accessible to students both on campus and remotely

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.):*

Yes. Students are provided with an online environment that appears suitable to the programme. Students reported great satisfaction with its operation. Overall, the Department is to be commended for the speed and effectiveness of its response to the challenges of the pandemic.

- *All resources are fit for purpose:*
Yes.

- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources:*
Yes, see above.

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme:*

Yes. The campus offers many different teaching facilities (library, auditorium, research centers) and a solid IT infrastructure.

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.):*

Yes, see above. Internet access, databases and software are available to students, and have proven immensely useful and reliable during the pandemic. The numbers of the LLB programme have remained stable, and we have not found any evidence that physical teaching resources are becoming strained.

- *All resources are fit for purpose and students are informed about the services available to them.*

Yes, our meeting with students confirmed that impression. Incoming students benefit from an Orientation Program which includes a briefing concerning the facility resources.

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:*
Yes. The student welfare mechanism seems to provide sufficient support on academic and personal issues. There is no provision for academic tutors, but academic staff remain at the students' disposal during office hours for up to 6 hours per week.
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.):*
Yes, see above.
- *All resources are fit for purpose and students are informed about the services available to them.*
Yes, see above.

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:*
Yes. The University provides a number of services (besides advising), including housing advice, banking advice, a healthcare centre, a career centre, and services for students with special needs.
- *Students are informed about the services available to them:*
Yes. Adequate information can be found on the website and the student handbook.
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support:* Yes, and the Department has proven adept at using such modes of learning during the pandemic.
- *Students' mobility within and across higher education systems is encouraged and supported.*
Yes, the Erasmus+ program is open to all LLB students.

Strengths

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

- Teaching and learning resources are up-to-date
- Very good use of electronic resources and remote teaching

- Good student support arrangements

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 particular area of improvement, as the programme seems to be very well supported in terms of resources. We would simply advise the Department to build on its excellent record during the pandemic and continue to integrate online resources to its main teaching and learning processes.

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. 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.

Click or tap here to enter text.

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-area		<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 the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Committee believes that the LLB Cyprus Law programme is clearly compliant with the applicable standards of assessment and gladly recommends its accreditation. The documentation in the application pack was very thorough and informative, all our requests for further information were answered swiftly and fully, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant and constructive.

High quality teaching, good class size, enthusiastic and committed teachers who teach in their area of expertise, motivated students, regular events and extracurricular activities such as moot courts, guest lectures and excursions and visits create a vibrant learning environment. Research and teaching appear to strengthen each other and fruitful collaborations with wider society are in place. The networks of the academic staff and the university offer opportunities for further developments in societal and academic collaborations.

The excellent library facilities, support structures, buildings and IT services enhance students' learning experience. The programme seems to prepare students well for the labour market. These observations were all confirmed by students and graduates.

As we have noted in our comments to specific sections, we believe that this is some room for improvement in two particular areas: the admissions criteria, which are not as clear as they can be, and the balance of law and non-law optional courses, which struck us as overly permissive and not as helpfully structured as it could be. However, neither of these points detracts from the overall excellent impressions we have described above.



E. Signatures of the EEC

Name	Signature
Nikolaos Bitzilekis	
Emmanuel Voyiakis	
Aikaterini Pantazatou	
Maria Dimitriou	
George Kyriacou	
Click to enter Name	

Date: Click to enter date