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Date: 7 February 2026

External Evaluation Report (Departmental)

- Higher Education Institution:
University of Nicosia
- Town: Nicosia
- School/Faculty: School of Law
- Department: Department of Law
- Department's Status: Currently Operating

- Programme(s) of study under evaluation:
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

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

In English:

Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

Programme 2

In Greek:

Νομική [3 ακαδημαϊκά έτη, 180 ECTS, (PhD)]

In English:

Law [3 academic years, 180 ECTS, Doctorate (PhD)]



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].

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Law	Law (LLB, 4 Years, 240 ECTS)
	Law (LLM DL, 3 Semesters, 90 ECTS, DL) - European Business Law - Human Rights and Social Justice
	Law (LLM Conventional, 3 Semesters, 90 ECTS) - European Business Law - Human Rights and Social Justice
	Law of the Economy and of the Enterprises (LLM, 2 Years, 120 ECTS, joint with Hellenic Open University, DL)
	Criminal Law and Addictions (MSc, 90 ECTS, 3 Semesters, Joint with Aristotle University Thessaloniki) -Criminal Law for Addictions -Legal and Therapeutic Treatment of Addictions
	Law (PhD, 3 Years, 180 ECTS)

A. Introduction

This part includes basic information regarding the onsite visit.

The Committee conducted a site visit to the University of Nicosia (UNIC) on 5 February 2026 at the main campus, followed by internal deliberations on 6–7 February 2026. The site visit comprised a full day of intensive and highly informative meetings (from 9:00 am to 6:30 pm), including structured discussions and question-and-answer sessions with a wide range of stakeholders.

These meetings involved representatives of the University's senior management, those responsible for the programme delivery (including the Dean and Head of the Law Department), academic teaching staff, members of the Coordination Committee, administrative staff, external stakeholders and students. The Committee was provided with comprehensive documentation in advance of the visit, as well as supplementary materials during the site visit.

At the conclusion of the visit day, the Committee also toured the University's library facilities. During this visit, library staff provided further information on the operation of the documentation and information management systems available to both staff and students.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Ramses A. Wessel (Chair)	Vice Dean of Faculty of Law, Professor of European Law and Head of the European and Economic Law Department	University of Groningen, Netherlands
Prof. Natalia Szablewska	Chair and Professor in Law and Society	The Open University, UK
Prof. Vincent Sagaert	Professor and Director of Institute for Property Law	KU Leuven, Belgium
Victoria Christodoulidou	Member of the Cyprus Bar Association	University
Neophyta Christophorou	Student	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning (including SWOT analysis)

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

While the Department's mission and strategy is clear, the steps required for implementation are less clearly articulated. It would be beneficial for the Department to monitor more clearly whether the goals are met also to allow for adjustments during the process.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Coherence between the programmes offered is clear and reveal the Department's mission. The External Evaluation Committee (EEC) has not been able to compare consistency with the other Department in the same School.

Provide suggestions for changes in case of incompatibility.

[Click to enter text.](#)

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The links with the professional society are excellent. Links with society at large are less visible from the documentation, which makes it difficult to assess the function of the Department in a societal context. Although relationships with graduates exist, these are mainly on a personal basis, rather than on the basis of a structured alumni policy. Establishing such a policy to make more use of alumni was already recommended during the previous evaluation and is repeated here.

1. Department's academic profile and orientation

1.3 Development processes	1 - 5
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1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The strategy to attract students from other countries, sometimes through partnerships, is good, although it remains difficult to attract many students from other countries than Greece. This is recognised by the Department. Internationalisation therefore remains a challenge, despite the fact that there is a full LLB-track in English.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The numbers reveal that for the LLB most students come from Greece (184 in 2023), followed by Cyprus (143). Additional students come from many different countries (mostly one or two per country, with some more from the Russian Federation). This led to a total (in 2023) of 367 students. The Distance Learning LLM again mainly relied on Greek students (21) and students from Cyprus (15) with only one or two from other countries. Additional Joint Master programmes fully rely largely on Greek and Cypriot students. The PhD programme is relatively small (20 students currently enrolled) and attracts students mainly from Cyprus and Greece.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Law (part of the School of Law) at the University of Nicosia distinguishes itself through its commitment to delivering a holistic legal education that extends beyond the mere acquisition of legal knowledge. Its core objective is to equip graduates with specialised expertise and the practical skills necessary to navigate complex, real-world challenges. The institution recognises that the study of law is fundamentally transformative, fostering not only professional competence but also the development of sound judgement, ethical reasoning, and personal growth. In an era characterised by rapid liberalisation and unprecedented technological change, the School emphasises the importance of adaptability, open-mindedness, and innovation –

qualities essential for addressing the evolving demands of the legal profession and society at large.

A notable strength of the School is its forward-thinking approach to legal education, rather than just succumbing to the risks of automation. It actively pursues innovation, and encourages the exploration of emerging fields and the continuous adaptation of educational and professional practices. This commitment is reflected in its modern, comprehensive programmes, which are meticulously designed to align with the needs of 21st-century society. The integration of technology into teaching and research further enhances the School's ability to deliver high-quality education, positioning it as one of the leaders in online legal education in Cyprus.

The School's mission is underpinned by a dedication to excellence in both teaching and research. Its academic staff and research programmes are attuned to the growing intersection of law with technology and global developments, ensuring that students are prepared to assume responsible roles in an increasingly interconnected world. The School's focus on fostering research, disseminating knowledge, and cultivating innovative partnerships with businesses and civic institutions demonstrates its commitment to serving society and advancing the legal profession. In pursuit of its vision, the School of Law aspires to be a leading contributor to excellence in legal education and research. It seeks to build a reputation as a department of choice for prospective students who are eager to achieve academic and professional success. By concentrating on strategic initiatives that serve its key stakeholders – faculty, students, and employers – the School is well-positioned to fulfil its mission and maintain its standing as a dynamic and socially engaged institution.

Overall, the School of Law as well as the Department exemplifies a progressive and student-centred approach to legal education, effectively bridging the gap between academia and the professional world while preparing graduates to meet the challenges of a rapidly changing global landscape.

Strengths

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

The Department's greatest strength lies in its ability to thrive in a highly competitive environment, a success undoubtedly bolstered by its long-standing reputation. With the establishment of its new branch in Greece (UNIC Athens), it has become the leading provider of legal education in terms of student numbers.

Strategic agreements with international partners have further expanded its global network, offering significant benefits to both students and staff. In recent years, the Department has also intensified its focus on research, enabling active participation in international research consortia. These achievements are underpinned by a team of highly skilled academic staff.

Areas of improvement and recommendations

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

The EEC's evaluation did not identify any serious shortcomings within the Department, though specific recommendations are detailed in the programme evaluations.

A recurring recommendation is the need for the Department to establish a more structured alumni engagement strategy, including the development of an alumni database. Alumni constitute an important form of external validation and summative evidence of programme effectiveness. Systematic engagement with alumni would allow the Department to better identify educational gaps, assess the relevance of learning outcomes to professional practice, and evaluate trajectories across different legal and professional pathways. In addition, a stronger alumni relationship would enhance the Department's connections with the legal profession and wider industry. Alumni could make a valuable contribution as guest lecturers, mentors and external speakers, and could act as ambassadors for the Department, supporting student recruitment, employability initiatives and international visibility.

The Committee therefore recommends that the Department:

- strengthen formal alumni strategy, including the creation of a centralised alumni database;
- integrate alumni feedback into its quality assurance and curriculum review processes; and
- explore structured opportunities for alumni involvement in teaching, mentoring and professional engagement activities.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The quality assurance processes are robust and credible. However, the connections to research activities and societal engagement appear less developed. That said, the Department's consistent focus on educational programme quality has enabled ongoing and effective monitoring

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5

2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The University has established a comprehensive and multi-layered internal quality assurance (IQA) system that is aligned with the European Standards and Guidelines (ESG 2015) and national legislation on quality assurance in higher education. The governance structure is clearly

defined at university, school, and department levels, with appropriate representation from academic staff, administrative staff, and students, ensuring inclusiveness and shared responsibility.

At the institutional level, the University Internal Quality Assurance Committee (UIQAC), chaired by the Vice Rector for Academic Affairs, provides strategic oversight of quality assurance processes. Its composition reflects both academic expertise and specialised experience in quality assurance, including distance learning, and complies with national legal requirements. This structure is effectively complemented by School and Department Internal Quality Assurance Committees, which decentralise responsibility and promote a quality culture at all academic levels. The Department Quality Assurance Committees have clearly articulated responsibilities, covering programme monitoring, internal audits (including distance learning provision), data collection, reporting, and continuous improvement of teaching, learning, research, and administrative processes. These responsibilities indicate a systematic and cyclical approach to quality enhancement rather than a purely compliance-driven model.

Internal programme evaluation is well embedded. Evaluation committees comprising academic leadership, experienced faculty, and students regularly review programme progress and formulate improvement proposals. These processes are reinforced by semester-based review meetings, systematic feedback on course syllabi, faculty input through departmental councils, and student self-assessment via anonymous questionnaires. The involvement of both internal and external evaluators further strengthens the credibility of the evaluation process.

Overall, the University demonstrates strong alignment with the Bologna Process, as evidenced by the implementation of ECTS and the Diploma Supplement, and by its active engagement with European quality assurance networks (EUA, EURASHE, EQAF). The internal evaluation framework appears coherent, participatory, and improvement-oriented, providing a solid basis for maintaining and enhancing the quality of academic programmes.

Strengths

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

The internal quality assurance system is robust and well-embedded in the Department's day-to-day operations, providing opportunities for the continuous monitoring and enhancement of quality. Quality assurance processes at the Departmental, School and Institutional levels are clearly articulated and effectively interconnected.

Areas of improvement and recommendations

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

The Committee notes that, while formal regulations governing assessment grade appeals are in place, there is scope for improvement in their communication and practical implementation. In particular, clearer information should be provided to students regarding the procedures, timelines and implications of appeal decisions, including how evaluation outcomes are applied in practice (see also the Programmes Report).

The Committee therefore recommends that the Department:

- enhance the clarity and accessibility of information provided to students on assessment appeal procedures;
- ensures that the regulations are applied consistently across the programmes; and
- ensure consistent communication regarding how appeal outcomes are implemented and recorded.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11	Internationalization of the Department and external collaborations.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

While the Department fully complies with established standards, the EEC has identified specific recommendations regarding the procedures for student complaints. Currently, these procedures can be unclear to students or handled inconsistently – sometimes at the discretion of individual teachers rather than through a centralised process. The EEC’s recommendations are detailed in the programme-specific evaluation reports.

Findings

A short description of the situation in the Department based on evidence from the Department’s application and the site - visit.

The University of Nicosia, including the Department of Law, demonstrates a robust commitment to supporting the education processes through a comprehensive framework of counselling, career development, and technological assistance, with a particular emphasis on the administrative underpinnings that enable these services to function effectively. Central to this framework is the University’s approach to providing personalised and confidential counselling services, which are delivered by licensed professionals in a structured yet adaptable manner. Students are required to submit registration forms and assessments each semester, ensuring that their support needs are regularly reviewed and updated.

While this process guarantees that students receive tailored recommendations – such as accommodations for exams or classroom adjustments – it also highlights the administrative rigour that underpins the university’s inclusivity efforts. Collaboration between the School psychologist and academic staff further ensures that students with learning difficulties or disabilities are supported in a cohesive and consistent manner, with clear guidelines communicated to lecturers to facilitate necessary adjustments.

The administrative efficiency of the university is equally evident in its career and employability services. The Career and Employability Office not only provide students with workshops, presentations, and networking opportunities but also manage significant logistical undertakings, such as organising the Annual Cyprus Career Expo. This event, along with the University’s successful securing of Erasmus+ funding, reflects a well-coordinated administrative effort to enhance student mobility and international exposure. The European Documentation Centre (EDC-UNIC) complements these initiatives by offering structured guidance on EU internships, traineeships, and job opportunities, backed by a robust administrative framework that assists students in navigating legal and procedural requirements for working or studying abroad.

Technological support services at the University further highlight the institution’s administrative prowess. The university provides end-user support for hardware, software, and cloud applications, ensuring that both students and faculty can operate efficiently in an increasingly digital academic environment. This support extends to maintaining faculty and student intranets, which are essential for seamless communication and administrative processes. While these services are already comprehensive, there is potential to integrate them more deeply with counselling and career support systems – such as through digital counselling platforms or online career tools – to create a more unified and accessible experience for students.

In summary, UNIC's administrative support structures play a pivotal role in delivering high-quality counselling, career development, and technological services. The university's ability to manage complex processes – from individualised student assessments to large-scale international mobility programmes – reflects a well-organised and student-centric approach. By continuing to refine these administrative systems, particularly through greater digital integration and streamlined processes, the university can further enhance its capacity to support students in both their academic and professional journeys.

Strengths

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

Administrative support is robust and highly regarded by academic staff. Many administrative procedures are currently coordinated at the University level, which helps to ensure consistency, efficiency and the avoidance of unnecessary duplication across Schools.

Areas of improvement and recommendations

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

The EEC does not have specific suggestions for improvement this area, but please see below the Research section for further details.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The programmes meet all standards. Comments by students were made that the programmes would benefit from a stronger relation with practice in the sense that the type of work graduates will do after their studies becomes more clear.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Whereas specific teaching and learning aspects will be addressed in the programme-specific evaluations, the following can be said in general on the basis of the documentation and the on-site visit.

The Department of Law at the University of Nicosia demonstrates a comprehensive and student-centred approach to teaching and learning, ensuring that both academic excellence and personal development are prioritised. Central to this approach is the "Monitoring of Students" process, which begins as early as the 3rd–4th week of the semester. Lecturers identify students who are struggling – whether due to poor performance, lack of participation, or other challenges – and communicate these concerns to academic advisers.

Advisers then engage directly with students to understand the underlying issues, enabling the development of a collective, tailored support plan. This early intervention is crucial, as it allows students to address difficulties before they escalate, ultimately fostering improvement throughout the semester.

Assessment within the Department is both continuous and diverse, incorporating face-to-face exams, quizzes, projects, case studies, and forum discussions. These methods are carefully aligned with course learning outcomes, ensuring that students receive regular, constructive feedback on their progress. The use of both formative and summative assessments means that students are not only evaluated at the end of their studies but are also given opportunities to reflect on their performance and seek guidance as needed. Lecturers provide structured, actionable feedback, which helps students understand assessment criteria and expectations, thereby empowering them to take ownership of their learning journey.

Beyond academic monitoring, the Department places significant emphasis on holistic student support. The Centre for Research and Counselling Services (KESY) plays a pivotal role in this regard, offering confidential psychological support to students facing a range of personal challenges, from academic disabilities and time management issues to stress, anxiety, and interpersonal difficulties. Counselling is available in both individual and group settings, providing students with a safe space to discuss their concerns and develop coping strategies. Where necessary, KESY collaborates with academic departments to ensure that students receive the appropriate accommodations, such as extra time in exams or modified assessment methods, fostering an inclusive and equitable learning environment.

Academic advising further enhances the student experience, with advisers and programme coordinators guiding students through course selection, degree requirements, and registration processes. Faculty members are required to hold five advising hours per week, ensuring that students have ample opportunity to seek personalised mentorship. This support structure encourages students to take responsibility for their education while providing them with the tools and guidance needed to succeed.

The Department also recognises the importance of career readiness and employability. The Career and Employability Office offers workshops, networking events – such as the annual Cyprus Career Expo – and access to EU-wide internship opportunities through the European Documentation Centre (EDC-UNIC). These initiatives equip students with the skills and connections necessary to transition smoothly into the professional world. The success of this approach is evident in the 93% employment rate among Law School graduates, underscoring the Department's effectiveness in preparing students for their careers.

Financial accessibility is another cornerstone of the Department's commitment to student success. A range of scholarships and financial aid programmes – including merit-based awards, athletic scholarships, and need-based assistance – ensure that students from diverse backgrounds can pursue their studies without undue financial burden. The work-study programme further supports students by providing on-campus internships that offer both practical experience and tuition assistance.

Finally, the Department's Erasmus+ Office facilitates international exposure, securing substantial funding for student mobilities and establishing partnerships with many universities worldwide. This global engagement enriches students' academic experiences, broadens their legal perspectives, and enhances their cross-cultural competencies, preparing them for careers in an increasingly interconnected world.

In summary, the Department of Law at the University of Nicosia creates a supportive, inclusive, and high-achieving learning environment. By integrating early performance monitoring, holistic

counselling, financial aid, and international mobility, the Department not only nurtures academic success but also equips students with the skills and resilience needed to thrive in their future careers.

Strengths

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

On the basis of the above findings, strengths can be summarised as a combination of solid programmes at all levels and a student-centred approach, which is facilitated by teaching in small groups.

Areas of improvement and recommendations

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

Specific recommendations relating to learning and teaching matters are outlined in the programme evaluation report. At an overarching level, the Committee notes that, despite the availability of career support services, students have expressed a perceived lack of preparation for entry into the labour market, particularly in terms of understanding the range of professional pathways available to graduates. Students indicated that greater exposure to professional practice, such as visits to courts, law firms and other relevant institutions, as well as structured discussions with professionals would enhance their career readiness. The Committee considers that systematic engagement with alumni could play a valuable role in addressing this gap, by supporting career awareness activities, mentoring and professional networking opportunities.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Overall, the teaching staff is good and sufficient. The EEC (mainly consisting of peers from other countries) remain somewhat surprised by the fact that only approximately half of the staff is permanently employed and that the Department depends on adjunct faculty for a large part of its core tasks.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work

- Number of visiting Professors
- Number of special scientists on lease services

We refer here to the reports written by the University where all figures can be found. The EEC did not find reasons to question these figures.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Law demonstrates a robust and strategic approach to organising its teaching staff, ensuring that recruitment, development, and career advancement are closely aligned with the quality and evolution of its educational programmes. The Department's ability to respond to external demands and student interest is central to its success, with faculty needs identified collaboratively by the School and Department, and formally approved through a structured process involving the Faculty Affairs Committee, Senate, and University Council. This ensures that staffing decisions are both timely and purposeful, directly supporting the department's academic objectives.

The selection of academic staff is conducted with rigour and transparency, overseen by the School Faculty Selection Committee (SFSC). This committee, comprising senior faculty, the Dean, and programme coordinators, evaluates candidates based on their academic and professional qualifications, teaching experience, research output, and industry expertise. A defining feature of the process is the mandatory teaching demonstration, assessed by a panel of faculty members, followed by an interview where candidates present their research plans and teaching philosophy. The entire process is meticulously documented, with decisions justified in the Short-listed Applicants Report (SAR) and reviewed by the University Internal Quality Assurance Committee (UIQAC) to ensure compliance with regulations. This thorough approach guarantees that only highly qualified candidates, capable of enhancing educational quality, are appointed.

To further support teaching excellence, the University of Nicosia has established the Pedagogical Support Unit, which provides training and resources to faculty in both traditional and distance learning environments. This ensures that academic staff are well-equipped to deliver high-quality, student-centred education, adapting to modern teaching methodologies and technologies. Career advancement within the department is structured around a transparent ranking and promotion system, grounded in three core pillars: research and scholarly work; teaching and learning; and service to the university, profession, and community. Promotion committees, which include external experts, evaluate candidates holistically, ensuring that advancements are merit-based and aligned with the department's commitment to excellence. The process is designed to be fair and transparent, with opportunities for appeal and feedback, fostering a culture of continuous improvement.

The Department also benefits from the contributions of Visiting Faculty, Professors Emeritus, and Postgraduate Associates, who bring international expertise and diverse perspectives. These appointments enrich the academic environment, supporting both research and teaching quality. Long-term planning for recruitment and career advancement is conducted over a five-year horizon, accounting for retirements, programme expansions, and emerging academic needs. This forward-looking approach ensures the department maintains a stable, high-calibre faculty capable of sustaining and enhancing the quality of its educational programmes. By integrating rigorous selection processes, ongoing pedagogical support, and a transparent promotion system, the

Department of Law ensures that its academic staff are not only highly qualified but also continuously evolving to meet the demands of modern legal education.

Strengths

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

On the basis of the above general findings, the qualified staff is a clear strength of the Department.

Areas of improvement and recommendations

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

The programme evaluation report lists concrete recommendations in this area. At the Departmental level, the EEC notes that career development pathways for academic staff are clearly articulated and well documented. However, given the relatively small size of the Department, opportunities for advancement into senior leadership roles may be inherently limited.

The Committee therefore recommends that the Department:

- continue to ensure transparency and equity in the allocation of leadership and coordination roles; and
- where appropriate, encourage the rotation or circulation of key academic and administrative responsibilities among suitably qualified staff, in order to support professional development and equal opportunities.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The University of Nicosia's research policy presents a robust framework that positions research as a fundamental pillar of academic excellence, directly informing both teaching and institutional development. Research is viewed not only as a means to advance knowledge but also as a catalyst for creating a stimulating learning environment, ensuring that curricula remain current and relevant. This approach fosters open, critical thinking among students and faculty alike, with students actively engaging in research processes – whether through projects, case studies, or collaborations with faculty at the forefront of their fields. The policy's emphasis on interdisciplinary and collaborative research further strengthens the University's ability to attract high-calibre faculty and build meaningful partnerships with government, industry, and international institutions, thereby enhancing its global and regional impact.

Support for research is comprehensive, encompassing both internal and external funding mechanisms. The UNIC Seed Grant, for instance, is designed to nurture early-career researchers, offering financial backing for projects up to 24 months in duration. This funding prioritises the development of publication records and the securing of external grants, with a rigorous two-stage evaluation process that includes external peer review. Meanwhile, the Research & Innovation Office (R&IO) plays a pivotal role in assisting faculty with the pursuit of national and international grants, providing guidance throughout the proposal development, submission, and post-award phases. Ethical compliance is rigorously upheld through the Research Ethics Committee (REC), which ensures that all research – particularly that involving human participants – adheres to international standards, with mandatory approval from the Cyprus National Bioethics Committee (CNBC).

The University's infrastructure, including specialised research facilities, computer laboratories, and extensive library resources, supports a wide range of research activities, from undergraduate projects to PhD theses. Governance is equally robust, with the University Research Committee (URC) overseeing internal funding allocation and project evaluation, while the R&IO and Finance Office collaborate to ensure the effective management of funded projects. Transparency and accountability are central to this process, with Principal Investigators required to submit interim and final reports, as well as present their findings to the URC.

For the Department of Law, this policy translates into a strong alignment between research and teaching, where faculty research outputs are integrated into curricula, and students are encouraged to participate in applied research, peer-reviewed publications, and problem-based learning. The emphasis on multidisciplinary collaboration and real-world applications further enriches the academic experience, preparing students to engage critically with contemporary legal challenges.

Adopting a transparent system for monitoring and evaluating research outputs – and their integration into teaching – would ensure that the Department's research activities remain aligned with its strategic goals, something that is not always clear from the combined research output. By embedding research into the fabric of its academic programmes, the Department could not only enhance its scholarly impact but also provide students with a richer, more dynamic learning

experience. This approach would reflect the University's commitment to fostering a research culture that is both inclusive and forward-looking, ultimately positioning the Department as a leader in legal scholarship and education in Cyprus.

Strengths

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

The above findings reveal that the Department has moved from a focus on teaching to a much clearer research orientation. This is also clearly appreciated by the academic staff.

Areas of improvement and recommendations

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

The Committee emphasises the importance of ensuring that adequate time for research remains protected for research-active staff, notwithstanding periods of high teaching demand. Sustaining such protection is essential for maintaining research quality, productivity and external competitiveness.

The Committee further recommends strengthening research support structures, particularly in relation to external funding. Enhanced support during both the pre-award phase (including the identification of funding opportunities and proposal development) and the post-award phase (including project administration, financial management, and reporting) would allow academic staff to focus more effectively on their core research and teaching responsibilities, while also fostering the development of specialised institutional expertise.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The University of Nicosia Department of Law operates within a centrally coordinated and participative budgetary framework that prioritises transparency, sustainability, and strategic alignment. Budgets are prepared annually through a bottom-up approach, ensuring input from all relevant stakeholders before final approval by the Senate and University Council. The Vice-President of Finance oversees the preparation, monitoring, and control of these budgets, which are periodically revised to reflect actual revenue and expenditure.

For the New Faculty Needs Budget, the department prepares its requirements in the autumn semester for the following academic year. These are submitted to the Dean, who forwards them to the Faculty Affairs Committee for review. Approval is based on student numbers, existing faculty capacity, and the programme's potential for growth. The process is completed by January each year, allowing sufficient time for recruitment and hiring before the new academic year beginning in September.

The Capital Expenditures Budget (CAPEX) is prepared centrally before the fiscal year commences on 1 July, in consultation with the Head of Department and Program Coordinators. Expenditures are categorised by urgency, with approval granted by the Dean, Rector, and University Council. Decisions are influenced by enrolment numbers and revenue projections, reflecting the university's private funding model.

Overall, the Department of Law demonstrates a commitment to long-term financial stability and controlled expansion. Its budgetary processes are designed to align with the University's strategic goals, ensuring that resources – both human and material – are allocated efficiently and responsibly. The transparent and participative approach fosters accountability and supports the Department's mission to maintain academic excellence while adapting to evolving needs.

Strengths

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

On the basis of these general findings, a key strength of the Department is its ability not only to secure budgetary resources for ongoing activities, but also to undertake continuous risk assessment, including in relation to fluctuating student numbers in a highly competitive market, and to act proactively on those assessments. The establishment of the UNIC Athens campus can be cited as an example of such strategic responsiveness. This level of institutional agility is particularly important in an uncertain higher education environment.

Areas of improvement and recommendations

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

No further recommendations are proposed in this area.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	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 Department under review may be achieved.

The External Evaluation Committee's assessment of the Department of Law at the University of Nicosia reveals an institution that meets – and occasionally exceeds – European and national quality assurance standards. The Department's academic profile is marked by a clear and well-articulated mission, strategic planning that aligns with both European and international practices, and a commitment to continuous improvement. Its programmes are thoughtfully designed to reflect the evolving demands of legal education, with active involvement from stakeholders – including academics, students, graduates, and professional associations – in shaping its development strategies. The Department's ability to thrive in a competitive environment, bolstered by its reputation and strategic partnerships, is particularly noteworthy, as is its recent expansion into Greece with the establishment of the UNIC Athens.

Quality assurance within the Department is both comprehensive and deeply embedded, with a multi-layered internal system that aligns seamlessly with the European Standards and Guidelines (ESG 2015). The governance structure is inclusive, involving academic and administrative staff as well as students, ensuring shared responsibility and a culture of quality. Internal programme evaluations are rigorous, participatory, and improvement-oriented, with regular reviews and feedback mechanisms that reinforce the Department's commitment to excellence. The alignment with the Bologna Process, evidenced by the implementation of ECTS and the Diploma Supplement, further highlight its dedication to maintaining high academic standards. Administratively, the Department operates with remarkable efficiency and transparency. Its structure is fully compliant with legislation and its mission, with clear procedures for decision-making, statutory sessions, and the prevention of academic misconduct. The Department's internationalisation efforts are robust, though there remains potential to attract a more diverse student body beyond Greece and Cyprus. The administrative support for counselling, career development, and technological services is particularly strong, providing students with personalised guidance and resources that enhance their academic and professional journeys. The Department's agility in responding to market risks – such as the establishment of the UNIC Athens – demonstrates its proactive approach to sustainability and growth.

In the realm of learning and teaching, the Department excels in its student-centred approach. Early intervention for struggling students, diverse assessment methods, and a strong emphasis on holistic support – including psychological counselling and academic advising – ensure that students are well-prepared for both academic success and their future careers. The high employment rate of 93% among graduates is a testament to the effectiveness of these efforts.

However, students have expressed a desire for greater clarity regarding career pathways and more practical exposure to the legal profession, such as visits to courts and law firms. Leveraging the Department's alumni network could address this gap, providing students with real-world insights and mentorship opportunities.

The teaching staff is another area of strength, with a highly qualified and sufficient faculty that includes both full-time and adjunct members. The recruitment process is rigorous and transparent, ensuring that only the most capable candidates are appointed. Career advancement is structured around clear criteria, and the Department benefits from the contributions of visiting faculty and international experts. Nonetheless, the reliance on adjunct faculty for core tasks suggests a need

to ensure equal opportunities for career progression and leadership roles, particularly as the Department continues to grow.

Research is a cornerstone of the Department's academic identity, with a clear policy that integrates research into teaching and fosters collaboration with external partners. The Department's research outputs are disseminated widely, and its commitment to ethical compliance and open-access publishing aligns with European and international standards. While research support is strong, there is room to enhance pre- and post-award project management, particularly for complex funding opportunities such as EU grants. Investing in specialised expertise in this area could further bolster the Department's research capabilities and external funding success.

Financially, the Department demonstrates sound management, with transparent budgetary processes that align with its strategic goals. The bottom-up approach to budget preparation ensures that all stakeholders have input, and the Department's ability to assess risks and adapt – such as through the establishment of the UNIC Athens – reflects its commitment to long-term sustainability. However, the reliance on student numbers as a primary revenue source poses a risk, and diversifying funding streams could provide additional stability in an uncertain market.

In conclusion, the Department of Law at the University of Nicosia meets the set standards and is characterised by its student-centred approach, robust quality assurance, and commitment to innovation. By addressing the recommendations outlined in this report – such as enhancing alumni engagement, strengthening internationalisation, optimising research support, and improving labour market preparation – as well as in the accompanying report of the programmes, the Department can further solidify its reputation as a leader in legal education and research in Cyprus. The Committee commends the Department for its achievements and encourages continued adaptability and forward-thinking in response to the dynamic landscape of legal education.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Ramses A. Wessel (Chair)	
Prof. Natalia Szablewska	
Prof. Vincent Sagaert	
Victoria Christodoulidou	
Neophyta Christophorou	

Date: 7 February 2026

