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Date: 07/02/2026

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

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

Programme 1 – Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

In Greek:

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

In English:

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

Language(s) of instruction: Greek, English

Programme 2 – Law [3 academic years, 180 ECTS, Doctorate (PhD)]

In Greek:

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

In English:

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

Language(s) of instruction: Greek, English

Programme 3 – [Title 3]



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

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>
Ramses Wessel	Vice Dean of Faculty of Law, Professor of European Law and Head of the European and Economic Law Department,	University of Groningen
Natalia Szablewska	Chair and Professor in Law and Society	Open University, UK
Vincent Sagaert	Professor and Director of Institute for Property Law	University of Leuven
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 follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

You may also consider the following questions:

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

Findings

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

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

The LLB is cited as the Flagship Programme of the Department. It is a four-year programme (240 ECTS), offering a good balance between compulsory courses (162 ECTS), general electives (60-78 ECTS) and core elective courses (0-18 ECTS). Each semester students obtain 30 ECTS.

Based on the data and documents provided, the Committee concludes that the LLB at the University of Nicosia is a well-established and well-designed programme. The programme offers students a choice between English law, Cyprus law and Greek law (the latter one doubling in student numbers since the opening in 2025 of the UNIC Athens campus, which remains out of the scope of this evaluation). All three streams contain the relevant courses you would expect as basic courses during a 4-years undergraduate programme. According to the explanations provided to the Committee, the Department deliberately chosen for LLB to be delivered on campus only to ensure that undergraduate students have the opportunity to integrate into the university life (which is the opposite to the LLM which is delivered online only).

All courses are presented in a transparent and informative format ('course syllabus'), proving the necessary information with regard to prerequisites, language, teaching methods, objectives, learning outcomes, assessment methods and course materials. These course syllabi are available online for prospective students.

The information about the programme and the individual courses is available and comprehensive. At the programme level, the LLB has clear general and specific academic objectives and well-defined learning outcomes, which are in line with international standards. At the course level, the University's application provides a detailed overview of each course offered in the degree's curriculum.

There are sufficient and multi-layered safeguards for quality assurance and a continuous process of monitoring the quality and adequacy of the programme. The University has in place a multilevel system to ensure that quality assurance is part of the monitoring system of the programme. Apart from the evaluation process by the EEC, the Department is also subject to Internal Quality Assurance carried out by the University Internal Quality Assurance Committee (UIQAC). The evaluations are, on a course level, conducted via anonymous questionnaires distributed to students. This multi-layered system is well explained in Chapter 5 of the Internal Regulations.

The Committee notes that the Law Department is recently subject to some challenges, especially due to the change in regulations opening the Cypriot market to Greek universities. Although it is impossible for the Committee to anticipate the real and possibly disruptive impact of these developments, especially with regard to the Greek law programme, the Committee was impressed by the management of the School and the Department aiming to remain ahead of these developments, for instance by opening the UNIC campus in Athens for an LLB programme. This has already proven to increase the student numbers in the first year, which is already 14% of the overall LLB student population.

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

Based on the documentation provided and discussions held during the site visit, the Committee concludes that the PhD programme is well designed, carefully structured and aligned with European and international doctoral education standards.

The doctoral programme is delivered across both the Nicosia and Athens campuses and supports flexible modes of study through the University's online portal, e-learning platform, and the development of the Virtual Learning Environment (VLE). In addition, the Department offers opportunities for Joint Doctorates in 'Human Rights, Society and Multi-Level Governance' and 'Religion, Culture and Public Life', delivered in collaboration with internationally based partner universities. These arrangements enhance the programme's international orientation and interdisciplinary reach.

The programme carries 180 ECTS credits, structured as follows:

- a 60-credit taught course in Legal Research and Methodology (LAW-801), alongside the submission of an extended research proposal (10,000–15,000 words) at approximately the 12-month stage; and
- a 120-credit doctoral thesis of approximately 80,000 words, followed by a formal thesis defence.

PhD candidates may also audit additional courses offered by the Department where further subject-specific knowledge is required. This includes access to research methods courses in the social sciences, which broadens candidates' exposure to interdisciplinary methodologies.

To date, the programme has produced seven graduates (four in Greek and three in English), with 20 candidates currently enrolled and six interviews planned at the time of the review. The minimum duration of the programme is three years, with a maximum of eight years, and an average completion time of four to five years. Given that many candidates are engaged in full-time or part-time employment, this completion timeframe is consistent with international doctoral education norms.

The Committee also notes that tuition fees are structured in a way that reflects the duration of candidature, with full fees payable during the first three years, reduced fees between years three and six, and no fees thereafter. Candidates are also offered opportunities to engage in teaching within the Department, with safeguards in place to ensure that teaching responsibilities remain proportionate and do not adversely affect doctoral progress.

Finally, the Committee recognises the Department's strategic focus on attracting and retaining high-quality academic staff with strong research profiles, active interdisciplinary engagement and international collaborations. This provides a robust supervisory environment and supports doctoral candidates' development in research design, publication and collaborative research activities.

Strengths

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

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

The structure and content of the LLB are appropriate and in compliance with European and International standards. The Committee observes a number of strengths in the LLB programme, including:

- well-thought through and in line with expected standards offerings in each semester and the prerequisites for the courses.
- well-reflected and transparent construction of the courses.
- good balance between compulsory courses and electives.
- high quality and well-motivated teaching staff and management.
- excellent modern infrastructure and documentation centre.

Based on the information provided to the Committee, it is evident that the LLB programme, delivered across its three streams, provides high-quality education, producing graduates who are highly valued by external stakeholders. The programme's strong engagement with the profession and other external partners enhances its practical relevance and employability outcomes, representing a form of added value that could be further strengthen through deeper and more systematic collaboration.

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

The Committee identifies also the following strengths in relation to programme design:

- The structure and content of the PhD programme are well aligned with European and international standards.
- Candidates are actively encouraged to publish during their candidature, including through co-authored work with supervisors.
- Appropriate mechanisms are in place to manage open-access requirements, including the possibility of embargoing theses where publication agreements require this.
- Candidates are encouraged and supported to attend and present at academic conferences, with funding available for research dissemination and professional development.
- Additional financial support is available through the University's open-access agreements and research funding mechanisms.

Strengths for [Title 3]

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.

Areas of improvement and recommendations for Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

Based on the analysis of the documentation and discussions during the site visit, the Committee recommends the following measures to further strengthen the programme:

- Ensure strong student participation in formal quality assurance mechanisms, enabling students to raise concerns at the course or programme level and provide structured feedback.
- Establish a formal advisory body where Department management meets regularly with external stakeholders. This would support curriculum alignment with evolving legal practice and provide a platform to strengthen the Department's alumni network.
- Increase transparency and predictability in the scheduling and availability of electives. Courses that are unlikely to be offered during a student's four-year programme should be removed, while clear information should be provided regarding when and under what conditions electives will run, enabling students to plan their studies and make informed decisions about specialisation.
- Develop a clear departmental strategy to ensure that the programme objective of fostering an understanding of legal theory in a comparative European and international context is consistently met. Options include formalising the Comparative Law course as compulsory, or identifying specific courses where comparative perspectives will be systematically incorporated.
- Standardise the provision of contact details for course coordinators across all courses syllabi to strengthen communication between students and teaching staff, while ensuring that expectations regarding staff availability remain reasonable.

Areas of improvement and recommendations for Law [3 academic years, 180 ECTS, Doctorate (PhD)]

The Committee notes ongoing discussions within the Department regarding the possible introduction of a PhD by (or with) publication route. While this model is not currently common in Cyprus, its introduction could enhance the programme's attractiveness and flexibility, particularly for candidates with strong publication trajectories or for academic staff who might consider undertaking doctoral study if it is more aligned with their current academic duties and career aspirations. The Committee recommends that the University:

- explore the feasibility of introducing a PhD by publication pathway, whether via a submission of a number of journal articles or a monograph, ensuring that any such model is

clearly regulated, benchmarked against international best practice and aligned with national accreditation requirements.

The Committee also recommends that:

- the Legal Research and Methodology course be expanded to include a structured introduction to socio-legal research methods involving the use of non-legal or extra-legal data. This would strengthen candidates' methodological literacy, even where such methods are not directly applied in their own doctoral projects and would further align the programme with the Department's broader educational mission to prepare their graduates for employment in various professions.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]	Law [3 academic years, 180 ECTS, Doctorate (PhD)]	[Title 3]
1.1	Policy for quality assurance	Compliant	Compliant	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Choose answer
1.3	Public information	Compliant	Compliant	Choose answer
1.4	Information management	Compliant	Compliant	Choose answer



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



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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

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

Findings

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

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

Students in the LLB programme receive legal education through three 'streams' (Greek law, English law, Cypriot law) taught in relatively small cohorts (max. 35 students). The programme combines a shared core curriculum (delivered in both languages) with stream-specific courses, allowing students to acquire both broad foundational knowledge and specialised legal expertise. Pursuant to the documentation reviewed and the discussions with the staff and students, the programme facilitates a student-centred learning environment that promotes active self-learning.

The Internal Regulations provide detailed guidance on all specific issues that may arise for students during the programme.

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

Based on the evaluation conducted during the site visit and the documentation reviewed, the Committee is satisfied with the delivery of the PhD programme (3 Years, 180 ECTS) and its alignment with student-centred learning principles.

The inclusion of a confirmation of candidature (mini-viva) within the first 18 months is consistent with international best practice and provides an effective mechanism for early assessment of candidates' progress. This process allows for timely intervention where adjustments are required and, where necessary, for early termination of candidature where successful completion is unlikely.

All doctoral assessments, including the thesis, are conducted in accordance with the University's regulations on academic integrity. Submissions are screened for plagiarism and other forms of academic misconduct through the use of Turnitin.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

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

The limited number of students per group is a significant strength of the LLB programme. It enables the use of a wide range of interactive teaching methods and supports diverse forms of assessment, with the final written examination constituting only one component of overall student

evaluation. This structure allows teaching staff to engage students actively and to assess learning outcomes through methods that reflect different skills and learning styles.

The defined minimum and maximum student numbers in each classroom further facilitate interactive, participatory and student-centred teaching approaches. As outlined in the programme documentation, teaching is designed to develop four core capacities (i.e., reproduction, simulation, discovery and production), which are well aligned with the objectives of legal education. These approaches are reinforced through assessment methods such as moot courts, mock trials, group work, written assignments and continuous assessment.

Based on the documentation reviewed and discussions during the site visit, the Committee is confident that academic staff possess the motivation, expertise and pedagogical skills necessary to manage this diversity of teaching and assessment methods effectively. The Department's leadership plays an important role in enabling this flexibility, while maintaining overall coherence across the programme. This pedagogical diversity represents a clear added value of the programme and contributes positively to students' academic development and preparedness for professional practice.

In addition, the programme benefits from a strong international dimension, supported by an extensive network of Erasmus+ agreements and institutional partnerships. These include cooperation within the NEOLAiA European University Alliance, membership of the Association of Commonwealth Universities, and joint Master's programmes with the Hellenic University and Aristotle University of Thessaloniki. These collaborations benefit both staff and students, offering opportunities for mobility, exposure to different legal systems and the enrichment of learning through international perspectives.

Overall, the combination of manageable cohort sizes, pedagogical flexibility and strong international engagement constitutes a significant strength of the programme and enhances its academic quality and attractiveness.

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

The Committee received consistently positive feedback regarding:

- the accessibility and responsiveness of supervisors;
- the quality of academic and administrative support provided throughout the candidature; and

- the active involvement of supervisory staff in supporting candidates' publication efforts.

This mentoring culture significantly enhances candidates' academic development and contributes positively to their future career prospects, both within Cyprus and internationally.

Strengths for [Title 3]

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.

Areas of improvement and recommendations for Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

Based on the discussions held during the site visit and meetings with students, staff, and external stakeholders, the Committee makes the following recommendations to further strengthen the programme:

AI in Teaching and Learning

The Committee notes that, at institutional level, the University is investing in the development and integration of artificial intelligence (AI) tools to support academic staff. The Committee also recognises an emerging awareness of the need to reflect on the implications of AI for the student curriculum.

Given the wide range of assessment methods used in the programme, particularly the significant number of written assignments, the Committee recommends that the programme develops a coherent strategy for the integration of AI into teaching and assessment practices. This could include:

- the development of AI-resilient assessment formats, such as portfolio-based assessment demonstrating progression over time;
- tasks requiring the critical evaluation, verification or correction of AI-generated content; and
- assessment approaches that explicitly test higher-order skills such as analysis, judgment and synthesis.

In parallel, the Committee recommends the provision of clear guidance to students on the efficient, responsible and ethical use of AI tools that would complement the University 'AI Policy'. This would support academic integrity, independent thinking and an informed understanding of how AI can assist learning without undermining it. Such an approach would also prepare students for professional practice, including in the legal profession, where the use of AI is increasingly expected and must be aligned with ethical and professional standards.

Practical Dimension of the Programme

Discussions with students highlighted a strong desire for greater integration of practical elements within the curriculum. While recognising that law is a highly theoretical discipline, the Committee emphasises the importance of ensuring that graduates are adequately prepared for legal practice, including client interaction, court procedures and applied legal problem-solving.

The Committee welcomes existing practices such as the use of debates and mock trials, as highlighted by academic staff. To further enhance the programme's practical orientation, the Committee recommends the introduction or formalisation of structured practical learning activities, which could include:

- mock trials and simulated court proceedings;
- drafting of legal documents, contracts and pleadings;
- organised court visits and observation of judicial proceedings; and
- internships, placements or traineeships integrated into, or formally linked with, including being credited to, the programme.

Where integration into the core curriculum is not feasible, the Committee considers that structured extra-curricular activities, such as court visits or placements, could provide valuable exposure to professional legal environments.

The Committee notes that a Memorandum of Understanding (MoU) with the Bar Association is currently under development. This initiative is welcomed and could play an important role in addressing the long-standing need, already identified by the previous Evaluation Committee, to formalise practical training within the programme.

Assessment Appeals and Resits

The Committee notes concerns raised by students regarding the lack of transparency and consistency in procedures for contesting grades and requesting resits. At present, students perceive that access to mark explanations, exam petitions and resit opportunities depends largely on individual examiners, despite the existence of relevant provisions in the University's Internal Regulations.

The Committee therefore recommends that the University:

- establish and communicate clear, transparent and consistently applied procedures for accessing feedback on marks and contesting grades;
- ensure that criteria and processes for granting resits (including in cases of illness or other genuine impediments) are clearly defined and uniformly applied; and

- consider appointing an independent and impartial body or officer, preferably at University level, responsible for the resolution of assessment-related disputes.

Such measures would strengthen quality assurance, align practices with European standards and reduce the vulnerability of assessment decisions to one-to-one examiner–student relationships.

Monitoring and Consistency of Marking

The Committee recalls that the previous Evaluation Committee recommended the introduction of double marking and the four-eyes principle in assessment. While acknowledging that institutional constraints may currently limit the feasibility of fully implementing these measures, the Committee nevertheless recommends:

- enhanced monitoring of marking practices across courses, including the review of marking patterns and outcomes, to ensure fairness and consistency across all courses.

Improved oversight in this area would further strengthen confidence in the assessment regime and contribute to the overall integrity of the programme.

Areas of improvement and recommendations for Law [3 academic years, 180 ECTS, Doctorate (PhD)]

The Committee notes that examiner selection follows established standards designed to avoid conflicts of interest. However, it also recognises that:

- for theses examined in Greek, the pool of suitably qualified external examiners is more limited.

Consequently, the Committee recommends that:

- particular care continues to be taken in the selection of examiners for Greek-language theses, ensuring that decisions are made with the best interests of candidates as the primary consideration.

In addition, and consistent with observations made in relation to the LLB provision, the Committee recommends that:

- the Department strengthen mechanisms for closing the feedback loop with doctoral candidates, clearly communicating how student feedback is considered and acted upon, or explaining transparently where action is not feasible or advisable.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]	Law [3 academic years, 180 ECTS, Doctorate (PhD)]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Choose answer
2.2	Practical training	Compliant	Compliant	Choose answer
2.3	Student assessment	Compliant	Compliant	Choose answer

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1. Teaching staff recruitment and development

Standards

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

3.2. Teaching staff number and status

Standards

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

3.3. Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

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

Findings

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

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

On the basis of the academic staff CVs reviewed, the Committee finds that the Department is staffed by highly qualified and internationally educated academics. Staff appear highly motivated, and the balance between teaching responsibilities, research time and administrative duties is, based on the information provided, generally appropriate, while acknowledging the inherent tensions that exist across higher education institutions.

Academic staff can also benefit from the Department's and University's international networks, which support ongoing engagement with international developments in legal scholarship and practice.

The Committee further notes a strong balance between academic expertise and practical experience within the Department. The practical experience of the permanent staff, together with the involvement of special faculty members (many of whom are active legal practitioners) helps ensure that legal education is closely connected to professional practice and 'the law in the books' remains meaningfully linked to 'law in action'.

Policy governing academic staff, including recruitment procedures, applicable regulations and employment processes, are clearly articulated in Chapter 6 the University's Internal Regulations.

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

The academic staff of the Department of Law are highly qualified, mostly internationally educated and research-active. Their engagement with the Committee during the site visit demonstrated a strong commitment to doctoral education and supervision. The Committee is confident that the programme's learning outcomes can be fully achieved under the current staffing arrangements.

Supervisory staff are required to undertake training in doctoral supervision and are encouraged to engage in ongoing professional development through workshops offered at university level by the Office of the Vice-Rector for Faculty and Research. Staff without prior doctoral supervision experience are initially appointed as second supervisors, ensuring appropriate mentoring and quality assurance.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

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

- The high academic quality, professional expertise and strong motivation of the teaching staff, which make a significant contribution to the overall quality of the programme.
- The strong international dimension of the academic staff, reflected in their educational and professional backgrounds and in the opportunities available to further enhance international engagement through established international networks and collaborations.

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

The Committee notes a number of strengths:

- Highly qualified and experienced academic staff
- Strong research activity, including publications, conferences, grants and international collaboration
- Institutional support for staff professional development
- High levels of motivation and commitment to doctoral supervision.

Strengths for [Title 3]

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.

Areas of improvement and recommendations for Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

The Committee puts forward the following recommendations:

- The establishment of the UNIC Athens campus presents significant challenges, particularly with regard to the allocation of staff across campuses, the maintenance of equivalent teaching quality and staff availability, especially for courses in Greek law. It is important that the Department ensure that decisions related to staffing, workload distribution and academic planning are taken through open and continuous dialogue between Department management and teaching staff. At the same time, any expansion or adjustment of staffing levels should maintain existing quality standards in recruitment and appointment procedures.
- The previous Evaluation recommended increasing the number of visiting professors in order to strengthen the Department's international profile and academic exchange. The current Committee reiterates this recommendation and encourages the Department to further develop a structured approach to attracting visiting scholars, in particular from internationally-based institutions and in strategically relevant areas of law.
- The Committee welcomes the confirmation that University regulations provide a comprehensive framework on ensuring equality between and diversity of staff. It is recommended that these regulations, and their practical implications, are clearly communicated and consistently applied, particularly in periods of institutional change to enhance transparency and staff confidence in internal governance processes.

Areas of improvement and recommendations for Law [3 academic years, 180 ECTS, Doctorate (PhD)]

While existing supervisory support structures are robust, the Committee recommends that the Department consider:

- introducing a formalised mentor-supervisor scheme, whereby experienced supervisors provide independent guidance to early-career or first-time supervisors, separate from their role in supervising doctoral candidates.

Such a scheme would support professional development, encourage the sharing of good practice and strengthen supervisory quality across the Department and the wider University.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]	Law [3 academic years, 180 ECTS, Doctorate (PhD)]	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Compliant	Choose answer
3.2	Teaching staff number and status	Partially compliant	Compliant	Choose answer
3.3	Synergies of teaching and research	Compliant	Compliant	Choose answer

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

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

Detailed information on admission criteria is available on the University's website and accessible to prospective students. The criteria are fully compliant with the expectations in relation to the admission of students, including linguistic skills and requirements in relation to high school qualifications.

Over recent year, the University has maintained a stable intake of students across the three streams of the LLB, with the total enrollment of over 300 students. LLB students constitute approximately 68% of the Department's overall student population, highlighting the central role of the LLB-programme in the Department's academic profile and sustainability.

The programme also attracts international students; over the last three years, students from some 30 different countries have been enrolled. While this contributes to the international character of the programme, Greek and Cypriot students continue to represent the majority of the cohort. According to the Department's management, there remains potential to further increase international student enrolment.

During the site visit, the EEC was informed that the student drop-out rate is approximately 15%.

The degree awarded within the programme is recognised by the competent Greek authority (DOATAP) as equivalent to the law degrees of Greek universities. In addition, based on the

documents provided, the programme's degrees have been recognised as equivalent by competent authorities in several other countries.

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

The Departmental Postgraduate Programmes Committee (DPPC) plays a central role in overseeing doctoral admissions, progression and student welfare. The DPPC is responsible for evaluating applications, appointing supervisory teams and monitoring academic progress throughout the candidature.

Each candidate is supported by a three-member supervisory team, appointed by the DPPC in consultation with the Doctoral Programme Coordinator. At least one supervisor must hold the rank of Professor or Associate Professor and have experience of supervising a doctoral candidate to completion.

Admissions are conducted in the Fall and Spring semesters following a published call for applications. Entry requirements are clearly defined and include an accredited LLB or LLM degree, although applicants from other relevant disciplines may be admitted based on their prior research experience and where appropriate to the proposed PhD project. Admission criteria are transparently communicated via the University website.

Candidate progress is monitored through:

- semesterly progress reports submitted by the supervisory team; and
- an annual DPPC progress meeting with each doctoral candidate.

Clear regulations are in place to support candidates facing extenuating circumstances, including the possibility of interrupting studies for up to two semesters (with extensions in exceptional cases). During periods of interruption, tuition fees are suspended, and access to facilities and supervision is paused.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

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

- The stable recruitment of students represents a clear strength of the programme and is particularly important in the context of evolving and increasingly regulatory environment.
- The relatively low drop-out rate indicates a good alignment between admission criteria, student expectations and performance, and the academic support and follow-up provided by the staff.

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

Click or tap here to enter text.

Strengths for [Title 3]

The Committee notes the following strengths:

- A well-structured and student-centred progression monitoring framework
- Effective mechanisms for early intervention and resolution of supervisory issues.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

- The management of the LLB has expressed ambition to increase the number of international students. While safeguarding the interactive teaching environment and the diversity of teaching and assessment methods, it is recommended that the Cypriot stream of the programme more explicitly highlight the mixed legal character of Cypriot law. Emphasising the unique combination of common law and civil law traditions could strengthen the programme's distinct profile and enhance its international attractiveness in an increasingly competitive global context.
- The Committee did not identify formal mechanisms aimed at preventing students from continuing their studies without achieving sufficient academic progress. It is recommended that, alongside existing support services designed to encourage student progression, the programme considers introducing clear rules or measures to address excessively prolonged study duration, in line with good academic practice.

Areas of improvement and recommendations for Law [3 academic years, 180 ECTS, Doctorate (PhD)]

No further recommendations are proposed in this area.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]	Law [3 academic years, 180 ECTS, Doctorate (PhD)]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Compliant	Choose answer
4.2	Student progression	Compliant	Compliant	Choose answer
4.3	Student recognition	Compliant	Compliant	Choose answer
4.4	Student certification	Compliant	Compliant	Choose answer

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

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

The programme is housed in the main buildings of the University. The Library and Information Centre are located within short walking distance of the main premises. Online information about the programme is clear and transparent, enabling prospective students to have a good understanding of the programme's structure and expectations prior to enrolment. The digital tools used by the programme are up-to-standards, and communication platforms are currently transitioning from Moodle to Blackboard. Digital assessment tools, including Turnitin, are available and used to support academic integrity through plagiarism control.

In addition to departmental support, students have access to a range of support services, as evidenced by the documents provided to the Committee. These includes, the Center for Research and Counselling Services (KESY), which offers individualised psychological support addressing personal challenges such as academic or learning difficulties and family-related issues. Students are also supported by the Student Affairs Department. The Academic Advising/Counselling and Support Department provides guidance on matters related to pre-registration, registration, courses selection and scheduling.

Information literacy forms an integral part of the student support services, with a particular focus on developing critical thinking skills that are transferrable beyond the academic context to students' personal and professional development.

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

The University provides appropriate and well-resourced learning environments, including library and information services, computing facilities and campus infrastructure. The library offers physical and electronic resources suitable for doctoral-level research.

Comprehensive student support services are available to all candidates, including international students, supporting academic success and overall wellbeing.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

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

The teaching and learning environment is modern and well equipped, meeting current standards and supporting a wide range of contemporary and interactive teaching methods. Students expressed very positive feedback regarding the University and, in particular, the accessibility, approachability and responsiveness of the academic staff. The ability to maintain direct and effective communication with the academic staff is important. Feeling supported and effective communication with teaching staff contributes to students' academic progress and personal development.

The University offers a comprehensive and well-structured system of academic and welfare support services. Counselling, guidance and welfare are clearly organised and able to intervene effectively when students encounter academic or personal difficulties. In particular, the counselling services offered by KESY are available to all students and are well regarded.

The structured process of 'Monitoring of Students' aimed at identifying students facing challenges early in the semester (typically in weeks 3-4), is a notable strength. This early intervention approach enables timely support and creates meaningful opportunities for students to improve their performance during the remainder of the semester.

The University library and its staff represent a strong asset for the programme. The committee was impressed by the relevance of the available resources by the proactive role of library staff in creating supportive and comfortable study environment. Effective communication between library and teaching staff ensures that acquisitions align well with course requirements, further engaging the quality of learning support.

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

The structured progression framework, from research proposal development through to thesis submission, represents good practice and is well aligned with European and international doctoral education standards. This framework enables timely monitoring and targeted intervention where required.

Strengths for [Title 3]

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.

Areas of improvement and recommendations for Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]

The Committee refers to the earlier points made regarding procedures for exams, re-sit exams and contesting assessment results.

Some aspects of the student welfare system could be made more transparent. Discussions with the students indicated that not all students were fully aware of the available services or the role of student representatives in defending student interests within the university bodies. While student representation is primarily an intra-student matter, the Department could support greater transparency, for example by providing clear information on the Department's website about student representatives and their functions.

As noted by the previous Evaluation Committee, it would be beneficial to further develop student mentoring and peer-assisted learning initiatives. Facilitated in a peer-to-peer context, such schemes could enhance student support and engagement, complementing existing services provided by the faculty.

Areas of improvement and recommendations for Law [3 academic years, 180 ECTS, Doctorate (PhD)]

No further recommendations are proposed in this area.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Law [4 academic years, 240 ECTS, Bachelor of Law (LLB)]	Law [3 academic years, 180 ECTS, Doctorate (PhD)]	[Title 3]
5.1	Teaching and Learning resources	Compliant	Compliant	Choose answer
5.2	Physical resources	Compliant	Compliant	Choose answer
5.3	Human support resources	Compliant	Compliant	Choose answer
5.4	Student support	Compliant	Compliant	Choose answer

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.

The Committee confirms that:

- admission criteria and selection procedures are clearly defined and consistent with internationally recognised standards;
- programme regulations regarding minimum and maximum completion times, examination procedures, and degree award criteria are fully compliant with European standards; and
- supervisory arrangements and safeguarding mechanisms provide a supportive and well-regulated doctoral environment.

The Committee notes that data on doctoral completions are currently prepared at university level, but were made available upon request.

Strengths

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

The strengths identified in earlier sections of the report apply equally to this area.

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 Committee refers to the recommendations outlined in earlier sections of this report.

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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Committee's assessment of the LLB and PhD programmes at the UNIC Department of Law reveals curricula of generally high quality, though several areas would benefit from targeted improvements to further enhance its effectiveness and alignment with both academic and professional expectations. While formal recommendations are mentioned throughout the report, here we highlight a number of final observations.

1. The LLB programme

Student representation within quality control mechanisms should be strengthened to ensure issues at the course or programme level are promptly addressed, while also fostering a more responsive feedback loop.

Establishing a formal body that brings together departmental management and external stakeholders – such as legal practitioners – would not only keep the programme attuned to the evolving demands of legal practice but also serve to reinforce the alumni network, creating a more dynamic and engaged community.

Transparency and predictability in the offering of elective courses are essential. Students must have clarity on when and under what conditions electives will be available, ensuring they can plan their studies effectively over the four-year programme. If certain electives cannot be realistically offered, they should be removed to avoid misleading expectations. Additionally, to fulfil the programme's objective of cultivating an understanding of legal theory within a comparative European and international context, a strategic review of how comparative, European, and international dimensions are integrated across the curriculum is recommended. Upgrading the comparative law course to a compulsory module could further solidify this focus.

Uniformity in the provision of contact details for course coordinators would streamline communication, ensuring students can easily reach responsible staff when needed. The integration of AI into the curriculum, particularly in assessment methods, presents an opportunity to foster academic integrity and independent thinking, provided students receive proper guidance on the ethical use of such tools.

A notable gap exists in the programme's practical training components. While law is inherently theoretical, the development of professional skills – such as client interaction, courtroom procedures, and legal drafting – is critical for graduates entering the workforce. Expanding structured practical activities, such as mock trials, court visits, and placements, would bridge this gap and better prepare students for practical legal challenges. The forthcoming MoU with the Bar Association offers a promising avenue to formalise and enhance these practical elements.

The current system for contesting marks and accessing resits lacks transparency, often leaving students uncertain about the process and criteria applied. Introducing a clear, objective procedure for mark disputes, overseen by an external body at the departmental or university level, would align the programme with European best practices and reduce vulnerabilities in the examiner-student relationship. Similarly, the criteria for resits and exam petitions should be communicated more effectively to ensure fairness and consistency.

The expansion to the new UNIC Athens campus introduces logistical and staffing challenges, particularly in maintaining teaching quality and staff availability across both locations. Open dialogue between

management and staff, coupled with rigorous recruitment standards, will be vital to navigating this transition successfully. Increasing the number of visiting professors would further elevate the Department's international profile and enrich the academic environment.

To attract more international students, the unique mixed legal system of Cypriot law – blending common and civil law traditions – could be promoted as a distinctive feature of the programme, offering a competitive edge in a globalised academic landscape.

Finally, measures to monitor and incentivise student progression are necessary to prevent excessively long study durations, ensuring students remain engaged and on track for timely completion. Addressing these recommendations will not only strengthen the LLB programme's academic rigour but also enhance its relevance to the legal profession, ultimately benefiting both students and the broader legal community.

2. The PhD programme

The Committee acknowledges the ongoing discussions within the Department of Law at the University of Nicosia regarding the potential introduction of a PhD by publication pathway. While this model is not yet common in Cyprus, its adoption could significantly enhance the programme's appeal and flexibility. It would particularly benefit candidates with strong publication records or academic staff seeking doctoral study aligned with their current roles. The Committee recommends that the University explore the feasibility of this pathway, ensuring it is clearly regulated, benchmarked against international best practices, and aligned with national accreditation requirements.

To further strengthen the programme, the Committee recommends expanding the Legal Research and Methodology course to include a structured introduction to socio-legal research methods. This would improve candidates' methodological literacy, even if such methods are not directly applied in their doctoral projects, and align the programme with the Department's broader mission to prepare graduates for diverse professional roles.

The Committee notes that examiner selection adheres to established standards to avoid conflicts of interest. However, it recognises that the pool of qualified external examiners for Greek-language theses is limited. Therefore, it is recommended that particular care continue to be taken in selecting examiners for these theses, prioritising the best interests of candidates.

Consistent with observations regarding the LLB provision, the Committee advises the Department to strengthen mechanisms for closing the feedback loop with doctoral candidates. Clear communication on how student feedback is considered and acted upon – or transparently explained when action is not feasible – would enhance trust and engagement.

While supervisory support structures are robust, the Committee suggests introducing a formalised mentor-supervisor scheme. This would pair experienced supervisors with early-career or first-time supervisors, providing independent guidance and fostering the sharing of best practices. Such a scheme would support professional development and elevate supervisory quality across the Department and the wider University.

The University provides well-resourced learning environments, including extensive library and information services, computing facilities, and campus infrastructure. These resources are suitable for doctoral-level research, and comprehensive student support services are available to all candidates, including international students, to ensure academic success and overall wellbeing.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Ramses Wessel	
Natalia Szablewska	
Vincent Sagaert	
Victoria Christodoulidou	
Neophyta Christophorou	
Click to enter Name	

Date: 07/02/2026

