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# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **School/Faculty:** School of Law
- **Department:** School of Law
- **Department's Status:** Currently Operating
- **Programme(s) of study under evaluation:**  
Name (Duration, ECTS, Cycle)

## Programme 1

### **In Greek:**

NΟΜΙΚΗ - Ελληνικό Δίκαιο (4 χρόνια/240 ECTS, Πτυχίο Νομικής)

### **In English:**

Law – Greek Law (4 years/240 ECTS, Bachelor of Law)

## Programme 2

### **In Greek:**

NΟΜΙΚΗ (LLM) Διεθνές Εμπορικό Δίκαιο/Δημόσιο Δίκαιο

### **In English:**

Law – International Commercial Law/Public Law (18 months/90 ECTS, Master of Laws)

## Programme 3

### **In Greek:**

ΔΙΚΑΙΟ (3 Έτη/180 ECTS, Διδακτορικό)

### **In English:**

Law (3 years/180 ECTS, Ph.D.)

## Programme 4

### **In Greek:**

NΟΜΙΚΗ Διεθνές Εμπορικό Δίκαιο/Δημόσιο Δίκαιο (18 Μήνες/90 ECTS, LLM) Εξ' Αποστάσεως

### **In English:**

Law – International Commercial Law/Public Law (18 months/90 ECTS, LLM) Distance Learning



**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

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

DEPARTMENT	PROGRAMMES OF STUDY
Department of Law	Law – Cyprus Law (LLB)
	Law – Greek Law (LLB)
	Law (LLM) <ul style="list-style-type: none"> <li>• International Commercial Law</li> <li>• Public Law</li> </ul>
	Criminal Law (LLM)
	Criminal Law (LLM) Distance Learning
	Law (Ph.D.)



## A. Introduction

*This part includes basic information regarding the onsite visit.*

The External Evaluation Committee (EEC) examined the School of Law at the European University of Cyprus. Due to the exceptional times, an on-site visit was not possible, for which reason the external evaluation and the site visit took place online in the period of 10/05/2021 to 11/05/2021. The academic members of the EEC studied the Application for Departmental Evaluation and formed an impression at the subsequent virtual site visit.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Brigitte Tag</b>	Professor	University of Zurich
<b>Ramses A. Wessel</b>	Professor	University of Groningen
<b>Emmanuel Voyiakis</b>	Professor	London School of Economics
<b>Sofoklis Karasamanis</b>	PhD student in Law	University of Cyprus
<b>George Kyriacou</b>	Lawyer	Cyprus Bar Association

## 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:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *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		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning (including SWOT analysis)</b>		<b>1 - 5</b>
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.	5
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.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

1.1.7: Information on a mechanism for collecting and analysing data is missing. In many cases, information was made available only up to 2019. The Committee asked for updated information. This was yet to be received at the time of writing of the report, though the presentations seemed to confirm that no significant changes have occurred since 2019.

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).

The LLB program Greek law is compatible with the programs of study of the three faculties of law in Greece, which assures its recognition by Greek authorities. The program of studies (Cypriot law) is similar to the programs of public universities (Dep., p. 155; Prospectus Annex 2).

### 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.

1.2.4: Information on communication mechanisms with graduates could not be found in the application. EUC's alumni appear to us to have a great sense of loyalty to the institution and we would encourage the University to capitalize on this.

### 1. Department's academic profile and orientation

#### 1.3 Development processes

1 - 5

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.	4
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.

Additionally, write:

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

See Dep., p. 140: A total of 44 Cypriot students and 86 international students (of which all are from Greece) are currently participating in the programs of the Law School.

### Findings

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

#### **1.1 Mission and strategic planning**

- The Department has formally adopted a mission statement, which is available to the public and easily accessible. A mission statement is available through the University's website (<https://euc.ac.cy/wp-content/uploads/2020/03/Department-of-Law-19.2.2020..pdf>). According to the application the mission consists among other in creating a centre for learning and scholarship, preparing students for academic pursuits, professional development, enhanced personal lives, contributing to social, economic, and cultural development (Application Department [Dep.], p. 47).
- The Department has developed its strategic planning aiming at fulfilling its mission. (Dep., p. 47 ff.). The Department has clear plans e.g., launching a law clinic, increase research, adapting to the changing needs of legal market and increase employability (Dep., p. 47 f.).
- The Department's strategic planning includes short, medium-term, and long-term goals and objectives, which are periodically revised and adapted. (Dep., p. 47 f.). The strategic planning is categorized in immediate, short-term, and long-term priorities. It has been prepared by the Dean in collaboration with the academic staff, representatives, and students, discussed with the rector and responsible person for quality assurance and finally adopted by the school council. The Dean with the competent university authorities assure the monitoring (Dep., p. 48). Whether the strategic planning is periodically revised and adapted remains however unclear.
- The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. The programs of study include LLB (Cyprus Law and Greek Law), LLM (international commercial law, public law, criminal law) and PhD programs. The profile is aligned with the European and international practice.

- The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. The strategic plan was prepared in collaboration with the members of academic staff and is monitored by the Dean in collaboration with the competent university authorities (Dep., p. 48). It was not clear how regularly the Department reviews its strategic plan.
- Stakeholders such as academics, students, graduates, and other professional and scientific associations participate in the Department's development strategy. → The strategic plan was also prepared in collaboration with students, representatives and adopted by the School Council (Dep., p. 48), which academics and associates participate in (Dep., p. 10). No further information was available.
- The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. → Information was insufficient to assess this (see areas of improvement below).

## 1.2 Connecting with society

- The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. (Dep., p. 48). The University collaborates with law offices regarding student internships. Members of the legal world have additionally the possibility to participate through the School's Advisory Board on the review of the programs.
- The Department provides sufficient information to the public about its activities and offered programmes of study. (Dep., p. 49). The University informs the public through the University's homepage, education fairs, articles and publicity in newspapers as well as interviews in other media.
- The Department ensures that its operation and activities have a positive impact on society. (Dep., p. 48). The School contributes through open conferences on protection of the environment, consumer, and data protection as well as the Annual Criminal Law Workshops. Additionally, know-how through seminars to professional groups, consultations to Ministries, Position papers and participation in public hearings is disseminated (Dep., p. 115).
- The Department has an effective communication mechanism with its graduates. The University's career center monitors graduates career paths by an external career survey (Dep., p. 19). Apart from that it is not clear how the communication with the graduates takes place.

## 1.3 Development processes

- 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. (Dep., p. 49 f.). The recruitment and selection process for academic staff is carried out by a faculty selection committee of the department with higher or equal ranks and subsequently approved by the Council of the Department, the School, the Senate, and the University Council. The University offers fringe benefits in terms of employment relations as well as reduction of teaching hours to promote research and faculty development programs (Dep., p. 50).

- Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. The recruitment strategy follows the University's Charter (University's Charter, p. 90 f.). Factors such as increasing number of students in a program and new programs offered are being taken into account when developing the recruitment strategy (Dep., p. 49). Regarding professional development the University has established three academic staff professional development schemes (for details: Dep., p. 61 f.).
- The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. (Dep., p. 65). The University is promoted through social media campaigns, digital press ads, fairs, open days etc. Additionally, scholarships are granted to students with exceptional grades (Dep., p. 15).
- 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. (Dep., p. 127 f.). The funding process is clearly described (Dep., p. 127 f., 154) and some additional information on the funding process of research could be found (Dep., p. 114).

### Strengths

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

- Detailed and publicly accessible mission statement
- The department collaborates with law offices and includes society/external stakeholders in decision making
- Promoting the university through different channels

### Areas of improvement and recommendations

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

- It remains unclear whether there is a formal process how the academic community (1.1.5) and other stakeholders (1.1.6) participates in the Department's development strategy.
- No information on a mechanism for collecting data needed to effectively design the Department's academic development (1.1.7) could be found.
- It is not clear, how the Department communicates with graduates/alumni (1.2.4). An alumni association that would stay in contact with former students, especially in Greece.
- It remains unclear how the academic community is involved in planning at the strategic level.
- Parttime employees including teaching staff get only temporary contracts, normally for a semester. If a permanent member of the teaching staff reduces to parttime, he or she lose the status of a permanent employer. It is not clear whether this is in line with the anti-discrimination-rules, e.g., women who reduce because of family work.

**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		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
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.	4
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	4
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.

See areas of improvement and recommendations

## 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.	4
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.	4
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.	4
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.	4
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.		
See areas of improvement and recommendations		

### Findings

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

## **2.1 System and quality assurance strategy**

- The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. (Dep., p. 68 f.). The School's academic quality assurance procedures are in line with the University's Internal Quality Assurance Policy



and considered as a professional exercise rather than a management function. Quality Assurance is continuously improved in order to fulfil the University's mission (Dep., p. 68).

- Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. (Dep., p. 68 f.). External stakeholders are involved f.e. by being Independent External Advisory Board Members that verify the program standards (Dep., p. 69). Additionally, the quality assurance procedures observe “external framework” such as DIPAE guidelines in association of European Standards and Guidelines on Quality Assurance (ESG), the EFQM Excellence model and the Investor in People Framework (p. 68).
- The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination or harassment against students or staff. → It is not clear that there is a special “person of trust” (or equivalent).
- The quality assurance system adequately covers all the functions and sectors of the Department's activities:
  - *Teaching and learning* (Dep., p. 69 f.). Teaching and Learning is evaluated by students through the Instructors and Course Evaluation Survey.
  - *Research.* A Committee on Research discusses the needs of research (Dep., p. 82).
  - *Management and support services* → See comment above.
- The quality assurance system promotes a culture of quality. (Dep., p. 68.) Accountability, Responsibility, Transparency, Sustainability and Innovation are the relevant criteria for improvement of Quality Assurance.
- Students' evaluation and feedbacks (Dep. 69; Appendix 26). Provided through course evaluation questionnaires resp. Course Evaluation Survey.

## 2.2 Quality assurance for the programmes of study

- The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff (Dep., p. 68 f.). Quality assurance is carried out by all academic faculty and administrative staff of the School. The School of Law has an Internal Evaluation Committee (Dean, one Assistant Professor, one student representative; p. 69) that together with a Program Committee (two faculty members, one of Special Teaching Personnel and one student representative; p. 82) monitors the quality indicators of each program (Dep., p. 69). Latter shall review the curriculum each year. In the School meeting students and faculty members can express any concerns regarding the curriculum and the program (Dep., p. 70).
- 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. (Dep., p. 74 f.). The assessment methods of each course can be found in the course descriptions (f.e. LLB, p. 53) and are explained to the students in the course outline at the beginning of each semester (Dep., p. 78). The grading system is furthermore publicly accessible for example through the University's Charter (University Charter, p. 29 f.).
- The quality control system refers to specific indicators and is effective, which have been presented and discussed. (Dep., p. 69; Appendix 26, PER procedure, Program Evaluation Review Template).



- The results from student assessments are used to improve the programmes of study. (Dep., p. 69). The average mark and dropout rate in a program are amongst others quality indicators that contribute to continuous improvement of each program. The pass level standard should be adequate with the learning outcomes (Dep., p. 79).
- The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. (Dep., p. 70 f). All the forms of academic dishonesty are predefined. The program Turnitin is used. Therefore, the faculty member may apply several procedures or penalties (e.g., rewriting a paper, lowering or failing grade etc.; see Dep., p. 71). Repeated academic dishonesty will result in heavy penalties and be indicated in the students' record (Dep., p. 70).
- The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. (Dep., 76 f.). If students disagree with the grade awarded, they shall in first place address the student instructor. Afterwards an appeal can be filed with the Office of Registrar within four weeks of the grade being awarded whereby the Head of the Department seeks to resolve the issue between the student and the faculty member. Finally, there is a Grievance Committee that aims to promote non-discrimination, objective and proper administrative action and decision making at the School (Dep., p. 79).
- 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. Information can be found on the University's webpage and in the Prospectus (Annex 2 of Dep.).
- Names and position of the teaching staff of each programme are published and easily accessible. (<https://euc.ac.cy/en/academics/faculty-profiles/faculty-school-of-law/>)
- The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. (Dep., p. 72 f.). The admission criteria are clear and vary for undergraduate and postgraduate applicants.
- The Department flexibly uses a variety of pedagogical methods. (Dep., p. 76 f.). All courses combine the theoretical and practical aspects of law and legal research. The programs are assessed by exams, essays, and class participation (Dep., p. 74). Additionally, students have the possibility to participate in moot courts/rhetoric contests organized by the school, as well as to publish in their law journal (Dep., p. 86). Considering the distance learning education programmes they follow a pedagogical model adapted to the needs and legislation of Greece and Cyprus that consists in learning collaboratively, guidance and resources (Dep., p. 86 f.).
- 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. Information on the fact of collecting information through student's questionnaires as well as by the Program and Internal Evaluation Committee (e.g., on average mark, dropout rates and graduate employment rate; Dep., p. 69) and a score result analysis (Dep., Appendix 27) could be found. Nevertheless, information on procedures for evaluating such data and the existence of a relevant policy remain unclear.
- The Department analyses and publishes graduate employment information.  
→The University's career center monitors graduate's career paths by an external career survey (Dep., p. 19).
- The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:
  - o Building facilities

(Dep., p. 37 f.). The department can use all the University's facilities, which are 81 equipped, centrally heated and air-conditioned classrooms with a capacity for 2'951 students, a cultural center, auditoriums, and an amphitheater (for further details: Dep., p. 37 f.). Additionally, the University offers among other housing facilities close to the campus (Dep., p. 31) and a Gymnastic/Health Centre (p. 32 f.).

○ Library

(Dep., p. 38 f). The 1300 square meters library offers 47'000 titles in print form and over 300'000 electronically, subscription to over 120 databases, seating capacity for approx. 160 persons and is fully computerized with access to internet. Additionally, it has a computer lab with twenty stations, 2 study/presentation rooms as well as two photocopy rooms (for detailed Information see ANNEX 4).

○ Rooms for theoretical, practical and laboratory lessons

There are lecture rooms for theoretical lessons, a court room and the school of law has its own conference room (Dep., p. 44, 46; for details: APPENDIX 22 & 23).

○ Technological infrastructure

(Dept., p. 39 f.). Computers are available for students' practicing and assignments either in the University's 8 PC-Labs (each with 30 computers incl. internet access and Microsoft Windows/Unix etc.) or in the two Macintosh Labs. Wireless network service for students and staff is available (Dep., p. 40). Software such as Office 365 which provides the students with e-mail addresses and other application is available to communicate online (Dep., p. 41). Learning is also facilitated through "moodle" (mainly applicable for conventional courses) as well as "Blackboard", which is an online learning management system for distance education courses (Dep., p. 41).

○ Academic support

Each student is assigned a Student Advisor which provides accurate information and assists in developing educational goals in conformity with the students abilities, interests and aspirations (Dep., p. 13 f.). Additionally, the Advisor is inter alia responsible for monitoring/evaluating the academic process as well as tracking the students' performance (Dep., p. 13 f.).

- There is a student welfare service that supports students in regard to academic, personal problems and difficulties. (Dep., p. 13 f.). As already mentioned above students obtain academic support through Student Advisors. Through interviews also other than educational problems affecting students' adjustments shall be identified and appropriate counselling and orientation provided (Dep., p. 14). Furthermore, a Center of Applied Psychology and Personal Development offers psychological and counselling services to members of the University free of charge (Dep., p. 17).
- 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. Yes → For financially underprivileged students' financial possibilities such as financial aid, grants and scholarships (latter awarded on merit, e.g., Academic Excellence Scholarships, Athletic Scholarships) are being offered (Dep., p. 15 f.). For international students the Erasmus Club members help in minimizing cultural shock and a support team is in place (Dep, p. 14). Other than that, the office of registrar assists with matters regarding immigration (Dep, p. 30). For

employed students there is the possibility to conduct their studies part time or several programs in the mode of distance learning. Concerning the needs of students with disabilities adequate infrastructure can be found (lift, parking spaces etc.; Dep., p. 28 f.; Annex 3).

- Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. (Dep., p. 144 f.). For the year 2018 the ratio of students/teachers per subject varied from 4:1 to 84:1.
- The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. (PhD, p. 136 f.; University's Charter, p. 39).
- 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. (PhD, p. 188). Currently 25 students are enrolled in the program and the faculty members supervise from 1 to 8 students.
- The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. No specific information for doctoral candidates could be found other than Annex 5 regarding external funded research. However, we were informed during our visit that the Department encourages doctoral students to contribute to the Department's law review (Ένθα) and rewards successful publication with a 500 Euro reduction to the PhD programme fees.
- There is a clear policy on authorship and intellectual property. There are internal regulations regarding academics' ethics and students discipline publicly visible in the University's Charter (p. 65 f.).

### Strengths

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

- External stakeholders are involved in quality assurance.
- The curriculum of the program is reviewed regularly.
- The Department uses a variety of pedagogical methods (incl. possibility of participation in moot courts and publishing in journals).
- Modern infrastructures (e.g., court room)
- Strong academic support
- Strong student welfare system
- Consideration of diverse student population

### Areas of improvement and recommendations

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

It remains unclear

- whether the Department's policy for quality assurance supports guarding against intolerance of any kind of or discrimination against students or staff (2.1.3) → The Committee would recommend the creation of an independent complaint body or a "person of trust" for that purpose.
- if the quality assurance system adequately covers the connection with society/management and support services (2.1.4.3/2.1.4.4).
- if 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 (2.2.11).

- if the Department publishes graduate employment information (2.2.12). The committee receives data (up to 2018) on the employability of EUC's graduates in general (Vice-Rector's presentation, p. 39). There is no clear information on employability of law graduates.
- Information on the Department's mechanisms and funds to support writing and attending conferences of doctoral candidates could not be found (2.2.19).

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		
<b>3. Administration</b>		<b>1 - 5</b>
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.	4

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.	4
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.	4
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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><a href="#">Click to enter text.</a></p>		

### Findings

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

- The administrative structure is in line with the legislation and the Department's mission.
- The members of the teaching and administrative staff and the students participate, at a satisfactory degree and based on specified procedures, in the management of the Department. (Dep., p. 80 f). Four faculty members participate in the Senate, ten members in the School Council (see Dep., p. 10) and one member in the Rectorate. Furthermore, all full-time Faculty (excl. ex officio members) are eligible for the standing committees (Dep., p. 80; for the other individual committees see p. 81 f.). Students' representatives can be found in the School Council (Dep., p. 10) and participate as members in the Standing Committees (Dep., p. 80).
- The administrative staff adequately supports the operation of the Department. The administrative staff and the academic staff's administrative duties (Dep., p. 84) support the operation of the Department (e.g., coordination of the programs, coordination of Erasmus program, library). According to the application the administrative personnel is well trained and dedicated to its work (Dep., p. 155).
- 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.



- There are three committees: the committee on academic programs, the committee on research and the grievance committee. Only full-time working (excluded ex officio members) can be part of the committee. There are also student members (Dep., p. 80). All decision must finally be approved by the Council of School (Dep., p. 81).
- The Department applies effective procedures to ensure transparency in the decision-making process. The grievance committee promotes non-discrimination, objective and proper administrative action as well as decision making at the university (Dep., p. 82).
  - Statutory sessions of the Department are held and minutes are kept. Adequate notice of meetings of any committees shall be given to all its members. Committees shall circulate minutes in timely fashion to members of each committee and the dean (Dep., p. 81).
  - 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. The Dean and the Deputy Dean are elected according to the legislation concerning universities (Dep. p. 148).
  - It remains unclear whether 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.
  - The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. There is a policy dealing with plagiarism (Dep., p. 70-71).
  - The Department has appropriate procedures for dealing with students' complaints. There is a Program Evaluation Procedure. Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be suggested (Dep., Appendix 26, p. 366). The grievance committee is also there to promote non-discrimination and objective and proper administrative action and decision making at the university (Dep., p. 82).

### Strengths

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

- Students' grievances are addressed in an adequate and strategic manner.
- Good concept concerning plagiarism.

### Areas of improvement and recommendations

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

- We would have liked to see more information regarding the manner, in which the administrative structure is in line with the legislation and the Department's mission, and how much decision-making power the different bodies have.
- We would have liked to see more information regarding 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.



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		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
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).	4
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.		
We would encourage the department to increase its efforts on integrating theory and practice across its programmes (eg. more possibilities for court visits and internships).		
<b>4. Learning and Teaching</b>		
<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>



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.	4
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.	3

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

**We have not received sufficient information concerning 4.2.8.**

### Findings

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

#### **4.1 Planning the programmes of study**

- The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.  
→The course development process is well structured. The university has three different programs (Dep., p. 61-65).
- Students and other stakeholders, including employers, are actively involved on the programmes' review and development.  
→The university has a Program Evaluation Procedure. Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be suggested (Dep., Annex 26).
- 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).

- The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.
- The Department ensures that its programmes of study effectively integrate theory and practice. → Most courses combine the theoretical and practical aspects of law (Dep., p. 86).

#### 4.2 Organisation of teaching

- The Department establishes student admission criteria for each programme, which are adhered to consistently. → The admission criteria are clear. The criteria vary for undergraduate and postgraduate applicants (Dep., p. 72-74).
- Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. → The Transfer Credit Evaluation policy is used for formal recognition, assessment and award of credit for all prior learning (Dep., p. 94).
- The number of students in the teaching rooms is mostly suitable for theoretical, practical and laboratory lessons.
- The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. → Students are welcome to communicate with the lecturers and receive feedback in a variety of ways (Dep., p 95).
- Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. → Other than grading participation and working on projects, which encourages autonomy and independent learning and stimulates active learning no concrete information about the importance of student-centred learning and teaching was found (LLM., Annex 2, p. 30; LLB, Annex 1, p. 53).
- The teaching staff of the Department provides timely and effective feedback to their students. → Students are always welcome to communicate with the lecturers and receive feedback in a variety of ways (Dep., p 95).
- The criteria and the method of assessment as well as the criteria for marking are published in advance. → The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria (*in every application there is a description of every course including criteria for the marking*) are ought to be written clearly and be available to and discussed with students. There are also undergraduate, master and PhD thesis guides. (LLB, Annex 11, p. 364-366; LLM, Annex 11, p. 139-143; PhD, Annex 11, p. 138-139).
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. → That would seem to be the case.

#### Strengths

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

- Every course has a very detailed description, including criteria for grading.
- There is a very good feedback culture. The professors can be contacted and through the PER procedure students always can give some feedback.
- Research and professionalism of the academic staff is important for the university, and relevant in the promotion process.
- Most courses combine a theoretical and a practical aspect of law to prepare the students for the bar exams.

- To improve the programs, there is a PER procedure (feedback, evaluation, development).

Areas of improvement and recommendations

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

- No information can be found about the importance of student-centered learning and teaching.

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.	N/A
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.	4
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.	4
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.

[Click to enter text.](#)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work: 12
- Number of special teaching staff working full-time and having exclusive work: ?
- Number of visiting Professors: 0
- Number of special scientists on lease services: 19

[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 number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.  
→The ratio of full-time to part time is 63% to 37% (the data goes up to 2019). The qualifications of the teaching staff are capable to ensure quality and sustainability of teaching and learning in the programmes of study (Dep., p. 96-97, Table 11; p. 100).
- The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.  
→The teaching staff of the Department consists of highly qualified and internationally educated employees (Dep., p. 106-107). Some of them even won academic awards (Dep, p. 108-110). The quality of teaching is guaranteed by a transparent recruitment and selection process and a transparent advancement planning (Dep, p. 49-50).
- The visiting Professors' subject areas adequately support the Department's programmes of study.  
→There haven't been any visiting professors since 2018-2019.
- 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.  
→The qualifications of the special teaching staff and the special scientists is sufficient to teach a limited number of teaching hours per week (Dep., p. 98, Table 13).
- The ratio of special teaching staff to the total number of teaching staff is satisfactory.  
→The total number of teaching staff is 31 (Dep., p. 96 & 98), where 20 of them is special teaching staff (TABLE 13). As the special teaching staff does exceed the number of the rest of the teaching staff, it can be assumed that the ratio is not satisfactory.
- 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.  
→Since there are many special scientists, the ratio could be better.
- 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.  
→Considering that the workload includes not only teaching, but also research and multiple administrative tasks (12 hours:10 hours:6 hours) (Dep., p. 96-97), it is questionable if the number of teaching staff is adequate to support the programmes of study.
- Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.  
→The university has a Program Evaluation Procedure. Students can give a feedback at the end of each semester. Every 5 years, there is the PER Procedure, in which program changes can be suggested (Dep., Annex 26). Additionally, the students evaluate the instructors via an Instructors and Course Evaluation Survey (Dep., p. 69).

## Strengths

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

- Highly qualified, committed, motivated and internationally educated teaching staff.
- Transparent recruitment and selection process.
- PER Procedure to ensure a good feedback culture.

Areas of improvement and recommendations

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

- The ratio of academic teaching staff and special scientists could be improved.

**Please ✓ what is appropriate for the following assessment area:**

<b>Assessment area</b>	<b><i>Non-compliant / Partially Compliant / Compliant</i></b>
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		
<b>6. Research</b>		<b>1 - 5</b>
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.	4
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.	4
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.	4
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.	4

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



### Findings

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

- The Department has a research policy formulated in line with its mission. The Department has a Research Strategy and Policy (Dep., p.111).
- 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. → The School of Law fully adheres to the provisions, rules, and regulations of the European University Cyprus Research Office handbook of Research Administration Procedures (Dep., p.111/Annex 5).
- The Department provides adequate facilities and equipment to cover the staff and students' research activities. → The University places strong emphasis on linking teaching with research and carrying out outreach activities which aim to stir the interest of young people to pursue a career in research and innovation (Dep., p. 111/112).
- The Department has the appropriate mechanisms for the development of students' research skills. → There are many Research Centres and groups (Dep., p.112).
- 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. The teaching and administrative load especially on junior academic staff seems to make it difficult for them to develop fully their research potential.
- 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.  
→The Law School connects research work and teaching (Dep., p.114). Furthermore, the Law School has been committed to transferring know-how to society and the production sector (Dep., p.115).
- The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. → The policy of European University Cyprus on research ethics is incorporated in the EUC Research Policy (Dep., p. 112/ Annex 5)
- The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.  
→According to Annex 7 (Dep., p. 152; 6.1.8) of the application study program the external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. However, it is not evident, if the funding is similar to other Departments in Cyprus and abroad.
- The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. →(See Dep., p. 114).



**Strengths**

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

- Collaboration of researchers and members of the university’s academic staff with scientists from the best universities and research centers in the world
- Connection between research and teaching
- Ethical guidelines for research und committees that ensure their compliance

**Areas of improvement and recommendations**

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

- Few information about the research facilities and equipment. The application program could be more accurate (6.3).
- It remains unclear if the results of the teaching staff research activity are published to a satisfactory extent in international journals and if the Department uses an open access policy for publications (6.5).
- It is not evident, if the funding is similar to other Departments in Cyprus and abroad (6.8).
- It remains unclear if the policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices (6.9).
- We recommend a reduced teaching load for junior academic staff in order to allow them to develop their research potential.

**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		
<b>7. Resources</b>		<b>1 - 5</b>
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.	N/A
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
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.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
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.*

#### Information on Resources in Application Department

- *The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.* → The budget includes academic events, faculty development, staffing requests, faculty development and capital expenditure related to the program. (Dep., J. 1).

- *The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.* → There is a budget template for each academic year, to ensure sound and efficient management of the available financial resources. (Dep., Annex 6)
- *The Department's profits and donations are used for its development and for the benefit of the university community.* → No information could be found.
- *The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.* → The budget is appropriate since it is based on the mission and its strategic planning. (Dep., J. 1+2).
- *The Department's external audit and the transparent management of its finances are ensured.* → The transparency is guaranteed since the budget must be approved by the University Senate and Council (Dep., J 2).
- *The fitness-for-purpose of support facilities and services is periodically reviewed.* → The budget is annually reviewed and provides for the success of the Department's strategic planning.

**Strengths**

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

The budget is reviewed each year and must go through the multi-stage review process and ultimately be approved by the council.

**Areas of improvement and recommendations**

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

No specific information on the department's profits and their use.

**Please ✓ what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
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 Committee believes that the Department is clearly compliant with the applicable standards of assessment and gladly recommends its accreditation. The documentation in the application pack was thorough and informative, and our interaction with the teaching and administrative staff of the Department and the University during our remote visit was pleasant, open, and constructive.

Despite its 'youth' as an Institution, the Department has managed to recruit a strong and research-active body of scholars and offers a suitable range of study programmes. It has a clear strategic plan and has been effective in delivering on it. Internal quality assurance mechanisms are robust, and the learning & teaching experience is well-structured and adequately supported. The very few concerns we had about the Department's processes are sporadic, not systemic, and they relate mostly to areas where further information would have given us a fuller view of the matters in question.

Given the quality of its staff and their fluency in English, we would warmly encourage the Department to expand its degree offering further, as long as this comes with additional investment in teaching and academic personnel. We would recommend a reconsideration of the teaching and administrative workload of junior academic staff, in order to allow them to have more time on research, which is very important for the Department and in line with its mission statement.

**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>Brigitte Tag</b>	
<b>Ramses A. Wessel</b>	
<b>Emmanuel Voyiakis</b>	
<b>Sofoklis Karasamanis</b>	
<b>George Kyriacou</b>	

**Date:** 15/5/2021

