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Date: 10/09/2020

External Evaluation Report (Departmental)

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

Programme 1

In Greek:

Πτυχίο Νομικής

In English:

LLB

Programme 2

In Greek:

Programme Name

In English:

LLM

Programme 3

In Greek:

Programme Name

In English:

PhD

- **Department's Status:** Choose status

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].

A. Introduction

This part includes basic information regarding the onsite visit.

The visit to the University was held virtually due to the restrictions of the Covid-19 pandemic. The University provided the Committee with a virtual tour of the university facilities and made available through an online platform the Rector of the University, the Dean of the Law School, the Head of the Law Department and staff of the Law Department. The committee held online meetings with two students of the Law Department, two Senior Administrators, the Finance Officer and others. The virtual visit took place on Tuesday 8th of September between 10:00am - 3:30pm.

The Committee attended presentations given by the Rector of the University and the Dean of the Law School. The Committee also received sample examination papers and copies of the presentations on the 8th of September in addition to the pre-circulated material.

External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Ramses A. Wessel	Professor of European Law	University of Groningen
Prof. Brigitte Tag	Professor of Criminal law and Medical law	University of Zurich
Prof. Theodora Kostakopoulou	Professor of European Law	University of Warwick
Melina Pyrgou	Advocate	University
Kyriaki Charalambous	PhD Student	University of Cyprus
Name	Position	University

B. Guidelines on content and structure of the report

- *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 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
- 1.2 Connecting with society
- 1.3 Development processes

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

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

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

The mission statement of the Department is clearly defined and objectives are both ambitious and realistic. The Department is aware of the external challenges it is facing and has proceeded to adopt active collaborations with EU and international institutions to devise joint programmes, however this collaboration is dependent on the relations that certain individuals have with those institutions and more inclusive approach at an initial stage would be advantageous. More discussions with professional and scientific associations would add value and might give rise to innovative modules in the fields of Data protection law and technology law as well as other areas.

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 programmes of study offered are compatible and coherent both within the Department and within the School. The synergy between law and politics and governance is positive and has led to masters and joint PhD programmes which integrate human rights law with issues related to society and multi-level governance.

Provide suggestions for changes in case of incompatibility.

N/A

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.	4
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.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

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

The Department of Law was established in 2007 and since then it has become a centre of excellence in teaching and research. It pursues a holistic interdisciplinary and comparative education which is designed to prepare students for critical thinking and for a socially engaged social life. It carries out a SWOT analysis every year to assess their existing programmes, to identify areas of improvement and to meet the demands of a challenging environment, thereby making a positive contribution to society and to education. The Department would benefit from enhanced relationships with professional and scientific bodies and further engagement of their

staff in assessing the needs and demands of society. It needs to maintain its strong focus on enhancing its international visibility.

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.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

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

The Department appears to be adequately supported by the Board in terms of finances. The processes for attracting high quality staff and students are well-devised and effective.

Additionally, write:

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

120-150 student intake per year. At present it has 459 undergraduates. 585 masters students and 23 PhD students.

Findings

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

The Committee had an online evaluation of the Department which confirmed the positive contribution the Department makes to Cypriot society and the international community. It is ambitious, dynamic and has attracted excellent members of staff and has an effective strategy of attracting high quality students from Cyprus, Greece and abroad.

Its programmes are well-devised and offers its students a choice among English law, Cyprus and Greek law. The distance-learning programme is well-devised and effective and attracts international students.

Strengths

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

An effective distance-learning programme

A wide-choice of modules

Small group teaching

The offering of joint masters and joint PhD is commended

A strong focus on developing international presence

Effective strategy of attracting and retaining high quality staff

Active pursuit of interdisciplinary connections and international collaborations

The number of associate professors guarantees a special collaboration with the practical part of legal advisory work

Areas of improvement and recommendations

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

Diversity of backgrounds of students could be improved by attracting more international students

The recruitment of more full-time professorial staff would enhance further the Department's academic profile and orientation

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

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

2. Quality Assurance

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

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

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

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

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

2. Quality Assurance

2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	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	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Department analyses and publishes graduate employment information.	N/A
2.2.12	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	4
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
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		4
2.2.14	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
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		4
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		N/A
2.2.17	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.		N/A
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		N/A
2.2.19	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.

The mechanisms for quality assurance are rigorous and the department is sufficiently concerned about continuous quality improvement. Student assessment of the learning process is taken into account in assessing the quality of modules and the effectiveness of their delivery and the Department uses a wide range of pedagogical methods. All this is clearly set out on pages 30 to 32 of the Department's application. The resources are adequate and appropriate and a more flexible opening hours policy of the Library would satisfy the needs of the students particularly during the examination periods. The students would also benefit from the provision of more copies of the recommended textbooks or their placing into short loan to enable more students to borrow. The University has a Centre for research and counseling services but greater coordination among the Centre, academic counseling and members of the Law department might serve better the needs of the students.

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

The standards of quality assurance are high and the Department exerts appropriate quality control. The LLB application provides information on both processes of quality assurance and the indicators for quality assessment, the accuracy of which was confirmed during the virtual site visit. There are adequate student welfare mechanisms and an appropriate system of monitoring of students. The Department ensures adequate and appropriate learning resources and has the processes and infrastructure to facilitate students with special needs. Students confirmed the need for more flexible opening hours of the library and more flexibility in terms of loaning the books.

Strengths

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

The Department has a well devised quality assurance strategy. The small group teaching enables the continuous assessment of the teaching delivery, interactive learning processes and the students' participation in the evaluation of the learning process. Very good learning resources, effective anti-plagiarism strategy, a structured process for students' complaints regarding their grades are positive aspects.

Areas of improvement and recommendations

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

Students confirmed the need for more flexible opening hours of the library and more flexibility in terms of loaning the books. The University has a Centre for research and counseling services but greater coordination among the Centre, academic counseling and members of the Law department might serve better the needs of the students. A better collection and analysis of employability data of graduates are recommended.

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		1 - 5
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	4
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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

The virtual site visit did not provide much information on the administrative resources of the department but at the same time we have not seen anything to suggest a deficiency in the operation of the department. The department has structured procedures for making decisions, implementing policies and ensuring good governance.

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 mostly centralized. The Department is well organized and well-run and all members can participate on the basis of specified procedures in the management of the Department. The system of governance is well established and efficient. The Department has adequate disciplinary and grievance procedures for teaching staff and for students.

Strengths

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

Dedicated staff, effective collaboration, concern about student welfare, efficient committees and effective decision making processes are strengths.

Areas of improvement and recommendations

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

A future increase in the annual intake of students would require more administrative support.

Please select what is appropriate for the following assessment area:

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

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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

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

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5

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

The programmes are well-devised and their approving and monitoring are well established. Their content is appropriate and they utilize a variety of teaching methods. There is a formal institutional approval process and there is a systematic review of the programmes, which takes into account the students' experiences. Based on the documents provided it is our observation that the information of the effective management of the programme of study is adequately collected, monitored, and analysed.

4. Learning and Teaching

4.2 Organisation of teaching

1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

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

The Departments has established clear admission criteria for the programme and is committed to small group teaching. This provides an opportunity for interactivity and the acquisition of deep knowledge as well as for peer assessment. During the virtual site visit, student confirmed that staff is approachable and willing to provide advice. The feedback to the students and the student-centred learning appear to be effective but the committee did not have enough evidence to confirm this.

Findings

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

Based on the data and documents provided, the committee concludes that the programme is designed very well and contains all the relevant courses as well as a large number of electives. The university's application provides a detailed overview of each course offered in the degree's curriculum. The criteria for and methods of assessment as well as criteria for marking are available online through the university's website, including the assessment methods.

Strengths

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

Teaching and learning takes place in small groups. The programme benefits from external expertise. There is an institutionalized system for monitoring students' progress.

Areas of improvement and recommendations

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

Marking is left to individual professors. It would be advised to develop a system to calibrate the grading by different teachers.

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		1 - 5
5. Teaching Staff		
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.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

The teaching staff of the Department consists of highly qualified and internationally educated members. Due to the qualifications and high motivation of the teaching staff it can be assumed that objectives and blended learning outcomes of the study programme can be achieved. The teaching staff is regularly engaged in professional training and development. In addition, the department of law is subject to two quality assurance committees in order to ensure a continuous quality improvement.

There are 20 full-time positions at the Law Department, 1 Visiting Professor per year, and 23 special teaching staff.

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 Department has a number of well-qualified and active researchers who deliver the majority of the modules. The staff is well-equipped to deliver a number of interesting as well as topical electives.

Strengths

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

There is a strong link between research and teaching.

Highly qualified and internationally educated members of teaching staff

The course content is carefully devised and the required textbooks are highly relevant and up-to-date.

Integration of mootings into the pedagogical methods

Active encouragement for the development student research skills

Areas of improvement and recommendations

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

More full-time professors would allow more devoted time to teaching and research and obtaining of third-party funding

Teaching staff often perform the function of student welfare counsellors and it would be advisable to revisit this issue and examine its effectiveness

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
5. Teaching Staff	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

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

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

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

The Department maintains a strong focus on research and generation of knowledge. To this end it provides adequate resources for the research activity of the members of staff which include a Euro1400 annual research allowance and symbolic fee for publications of Euro 250 – 1000 per publication and internal research grants. In addition members of staff do not appear to teach more than 4 courses and are encouraged to participate in external research funding activities. The Department's recent application to the European Commission for Horizon 2020 has been successful and a new member of staff has been employed to facilitate the drafting of external funding applications. The Department actively encourages student research skills via presentations, written assignments, engagement with case studies and case law and opportunities for research assistantships.

Findings

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

Highly motivated staff engaging in the delivery of interesting and well-designed modules. Members of staff are teaching in the areas of their expertise. This results in the imparting of up to date knowledge to the students and in the cultivation of critical thinking and the acquisition of wide range of creative skills. All members of staff are committed to presenting their research at international conferences and publishing in peer-reviewed journals. The Department's recent success in the Horizon 2020 programme will help establish an active research funding culture. The students who were interviewed by the committee were appreciative of the opportunities given by the professors for them to act as research assistants.

Strengths

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

Well-qualified members of staff engaging in internationally recognized research, international and national conference activity, active participation in various Cypriot bodies and engaged in research funding projects. Research-led teaching and an impressive range of modules. A well-devised system of research support which includes incentives for internationally excellent publications and for funding activities.

Areas of improvement and recommendations

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

The successful application to the European Commission for Horizon 2020 is a very good initiative for research and it would be commendable to be followed by other similar initiatives. The extensive publication work of the members of staff would be a good tool for the Department's mission to attract a more diverse international student population.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
6. Research	Compliant

7. Resources (ESG 1.6)

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

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

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

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

Although the LLB application does not provide information on the distribution and management of financial resources, the Committee raised those questions during the virtual site visit. The Finance Officer and the Rector outlined the internal and external Audit processes and confirmed the University's commitment to the transparent management of its finances. The Department appears to be adequately supported and both the Department and the University are committed to an ongoing evaluation of possible risks and new opportunities for enhancing the sustainability of the programmes and the Law Department.

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 grown over the last years and there seems to be room for more expansion in the future. In this case, more financial resources have to be allocated to its academic and research activities.

Strengths

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

There is a smooth collaboration between the Department and the University in this field and the Dean of the Faculty confirmed an adequate level of financial support from the University. There is an appropriate auditing 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 process of awarding scholarships and the level of the financial support given to students could require further reflection. There might be room for the establishment of a Departmental scholarship fund.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

C. 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.

On 8 September 2020, the committee virtually visited the Department of Law after having studied the extensive documentation that accompanied the application. The committee listened to the presentations and had intensive talks with the relevant stakeholders. Overall, the committee's observations are positive and the conclusion can be drawn that the Department complies with the standards that have been set for quality assurance in higher education in Cyprus. This conclusion section briefly summarises the committee's main observations.

The Department of Law was established in 2007 and since then it has become a centre of excellence in teaching and research. The mission statement of the Department is clearly defined and objectives are both ambitious and realistic. It pursues a holistic interdisciplinary and comparative education which is designed to prepare students for critical thinking and for a socially engaged social life. At the same time, it remains critical about its own achievements and carries out a SWOT analysis every year to assess the existing programmes. The committee also observed that the Department is aware of the external challenges it is facing and that it has proceeded to adopt active collaborations with EU and international institutions to devise joint programmes.

The programmes of study are compatible and coherent both within the Department and within the School, leading to masters and PhD programmes which integrate human rights law with issues related to society and multi-level governance. The programmes are well-devised and offer the Department's students a choice among English law, Cyprus and Greek law. The distance-learning programme is well-devised and effective and attracts international students. The committee was positively struck by the wide-choice of elective modules, the small group teaching, the provision of masters/joint masters and PhD/joint PhD programmes, the effective strategy of attracting and retaining high quality staff, a strong link between research and teaching, the active pursuit of interdisciplinary connections and international collaborations and the collaboration with legal experts and external stakeholders.

The committee also noted an institutionalized system for monitoring students' progress. There are adequate student welfare mechanisms and an appropriate system of monitoring of students, which can be seen as a best practice. The Department ensures adequate and appropriate learning resources and has the processes and infrastructure to facilitate students with special needs.

At the same time, the committee considered a number of issues which, despite compliance with the set standards, would benefit from further reflection.

- The committee feels that the Department needs to maintain its strong focus on enhancing its international visibility. This international visibility (for instance through further participation of the faculty in international conferences and projects) may also make the Department more attractive to prospective students and will further stimulate partnerships with partners beyond the region.
- Along the same lines, the diversity of the student population could be improved by attracting more international students.

- Students confirmed the need for more flexible opening hours of the library especially during examination periods and more flexibility in terms of loaning books.
- A better collection and analysis of employability data of graduates are recommended.
- A future increase in the annual intake of students would require more administrative support.
- Marking is left to individual professors. The Committee recommends the development of a system to calibrate the grading and for example to consider double marking or other methods. This would guarantee the fairness and the consistency of marks.
- The active encouragement of student research skills could be made more visible in the published material.
- Teaching staff often perform the function of student welfare counsellors and it would be advisable to revisit this issue and examine its effectiveness.
- The process of awarding scholarships and the level of the financial support given to students could require further reflection. While the Committee understands the positive incentives that are linked to a performance-based system, it is advised that possible negative effects on students and their ability to continue their programme are taken into account.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>	
Prof. Ramses A. Wessel		
Prof. Brigitte Tag		
Prof. Dora Kostakopoulou		
Melina Pyrgou		
Kyriaki Charalambous		
FullName		

Date: 10/09/2020

