

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education

5<sup>th</sup> April 2022

**Re: Cyprus Institute of Marketing - Reference No: 07.14.133.005**

Thanks for your recent letter regarding the proposed franchised delivery of the University of West London (UWL) LLB (Hons) Law programme by Cyprus Institute of Marketing (CIM) at their Limassol campus.

Please see below for the University's response to the questions raised in your letter.

**1. How do you check that students admitted to the programme meet the admission criteria?**

While admissions to the programme will be managed by CIM in line with the approved admissions criteria in the Course Specification, the University will monitor the admissions process and documentation on a risk-based approach. This includes reviewing a sample of application forms or CVs, qualifications and English language qualifications.

In addition, the UWL Academic Partnership Link Tutor will provide advice to CIM colleagues on process and individual non-standard applications where required. All applications for Recognition of Prior Learning (RPL) from CIM applicants are handled directly by the University.

**2. Do you have information about the profile of incoming students?**

Since Brexit, students are less likely to now go to the UK to study Law, resulting in increased local demand. The CEO of CIM has strong links with lawyers in Cyprus who have validated the demand. CIM are also working with agents to recruit students from markets including Israel and Lebanon who are interested in sending students to study this programme.

### **3. How do you ensure that students have a good command of the programme's teaching language?**

The approved admissions criteria in the Course Specification outlines the University's requirements for English language competency. All students for whom English is not their native language must meet the English language requirement for the programme, which is normally IELTS 6.0 or equivalent, prior to commencement of the programme. CIM are required to manage this as part of the admissions process. This will then be monitored by the University as part of the standard admissions monitoring processes.

### **4. What are the minimum required qualifications of the teaching staff?**

The School of Law at UWL would ordinarily require a Master's degree or equivalent for teaching staff on this programme. However, if proposed staff have a legal vocational qualification equivalent to the Legal Practice Course or Bar Training Course, along with experience of practice, they would be considered to teach on the programme.

### **5. What knowledge do you have of the exam papers administered?**

All assessments on the LLB (Hons) programme, including written examinations, will be created by the School of Law at UWL and approved by the External Examiner appointed to the programme prior to sending to CIM.

In-class tests and examination papers will be made available to CIM staff 48 hours prior to the test or examination taking place.

CIM staff will be provided with points of answer for the in-class tests and examinations to enable their first marking. Second marking of all scripts will be undertaken by the School of Law at UWL. The External Examiner will then be presented with a selection of student's examination scripts for further review, and the marks ratified at the UWL Assessment Board.

### **6. How do you check that the programmes are implemented based on quality criteria? What evidence do you request from the CIM?**

The University has various processes to monitor the implementation of the programme. The final versions of the CIM Course Handbook and Module Study Guides, which are adapted from the UWL versions, will be approved by the UWL Academic Partnership Link Tutor prior to the commencement of the programme. The UWL Academic Partnership Link Tutor will also attend the CIM Course Committee, held once per semester, where students provide feedback to the CIM teaching team on the programme. The University has established an annual programme monitoring process for internal and partner programmes, which will require CIM to complete an annual monitoring report and enhancement plan for the forthcoming academic year. All UWL programmes franchised by CIM are also monitored through the University's Annual Partnership Review process, which includes an analysis of a

narrative report from CIM plus enrolment and attainment data for CIM students on each programme.

## **7. Have you ever visited classes where your programmes are taught in Cyprus? What is the teaching methodology followed?**

Colleagues from the University have visited CIM and observed classes prior to the Covid-19 pandemic. As this is a new franchised programme at CIM, plans will be made for colleagues from the University's teaching team for this programme to visit CIM.

In terms of teaching methodology or strategy, the School of Law teaching strategy follows the University of West London's strategic theme, which is to link learning to the world of work.

The overall strategy is in line with the University's mission: to inspire our students to become innovative and creative professionals connecting them to exciting and rewarding careers. The programme aims to develop not only student's knowledge base but also a wide range of skills that they can apply on the programme and later in the workplace generally but with an emphasis on legal practice.

Activities that support teaching and learning differ according to the year of study. Each level of learning will focus on different higher order learning outcomes to enable students to develop academically and personally at the appropriate level of learning. The teaching and learning strategy of the programme is largely influenced by the target population for the programme in terms of both students and their likely employers and is intended to encompass a number of principles:

- To encourage participants to develop as independent learners
- To accommodate and develop different preferred learning styles
- To provide access to learning in different environments
- To make learning materials accessible through a variety of media
- The use of continuous formative assessment with a varied diet of summative assessments
- To encourage participants to engage in the pursuit of life-long learning
- To develop higher level learning skills of analysis, synthesis and evaluation by means of: first; a recurrent focus on library, referencing and digital skills provided by the law librarian at every level in at least one session in one module per semester; and secondly, by the provision of marked formative assessments, detailed answers to students on seminar essays and problem questions; and, thirdly, by enabling students sight of a range of work within each module marked according to appropriate standard, in order that students learn precisely what is expected of them at each level and in each module.

The following tools and techniques are incorporated into this approach:

- **Lectures:** These are used to introduce new material impart information and launch and guide individual study activities. In doing so, they attempt to open student minds to a wide variety of subject material and gets them to question accepted legal principles and process. Lectures are used on all modules on the programme. The module study guides identify the expected learning outcomes for each session. Lectures are interactive and seminars end with short quizzes to consolidate learning which helps students identify any gaps in their learning.
- **Seminars:** These aim to promote student centred learning via group discussion with feedback aimed at developing self-confidence in problem solving, communication and presentation. They are also designed to encourage self-criticism and the enhancement of interpersonal skills. As with lectures, seminars are used on all modules. Students are actively encouraged to learn from each other through group activities and the presentation and comparison of answers. Each session has set tasks that students must complete before attending along with guidelines for achieving them. Students are also provided with class examples and additional questions to attempt.
- **Learning Support:** Rather than create a discrete provision for students who require additional support with academic skills, including writing, reading and literacy, the programme integrates such into all modules, but with a particular focus at Levels 4 and 5. This assists all students, some of whom can be reticent in seeking such support and ensures it underpins both coursework and assessments.

Informed by recent developments in techniques of teaching and learning, Blackboard, UWL's virtual learning environment, is used to support teaching and learning on the programme. This tool facilitates the use of synchronous and asynchronous communication and assessment. In 2020, following the start of the Covid-19 pandemic, UWL has designed a model of learning called UWL Flex which provides for a three-stage process of learning for each module each week as follows:

- **Investigate:** Students are required to engage with all parts of the Investigate materials before the Apply stage. This comprises of lecture materials, additional reading, and a variety of activities such as multiple-choice questions to test their learning. The Investigate material will support the timetabled class session.
- **Apply:** This is the timetabled face-to-face seminar session for the week and would consider problem-based scenarios, case law, and issues of principle and key legal concepts.
- **Consolidate:** This phase of learning follows the Apply session. It ordinarily consists of materials and exercises to contextualise and expand students' knowledge, such as additional reading, videos, discussion questions, or a reflective journal for students to review their learning for that week.

All modules in the programme operate in accordance with UWL Flex, enabling students to receive a substantial amount of material to assist online and face to face learning, with

reflection, and ample opportunity for more and deeper understanding of the law and legal principles by virtue of the supplemental material available.

Other elements of e-learning that exist within the programme include the encouragement of and annual training in the use of online databases, such as Westlaw and LexisNexis, and the use of electronic search engines throughout the programme. Some of the textbooks provide electronic and web-based support which students are directed to in support of their learning. To support students, the Law subject librarian runs a series of sessions inducting students in the use of electronic learning resources and databases to support teaching and learning at each level. Critically, this supports student self-guided study and the use of the Blackboard virtual learning environment.

If you have any further queries or questions about the above responses, please do not hesitate to contact me.

Yours sincerely,

Mary McCrindle  
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