

**Doc. Number: 300.1.1**

**Cyprus Agency of Quality Assurance and Accreditation in Higher Education**

**Republic of Cyprus**

**External Evaluation Report**

**Program of Study**

**Institution: European University Cyprus**

**Program of Study: LLM Penal Law (new proposed additional concentration)**

## TABLE OF CONTENTS

<b>Instructions.....</b>	<b>3</b>
<b>External Evaluation Committee (EEC).....</b>	<b>4</b>
<b>Introduction.....</b>	<b>5</b>
<b>Findings.....</b>	<b>6</b>
<b>Conclusions and Suggestions of the External Evaluation Committee.....</b>	<b>12</b>
<b>Document Number: 300.1.....</b>	<b>13</b>

## INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

### EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
ILIAS BANTEKAS	PROF	BRUNEL
OLYMPIA BEKOU	PROF	NOTTINGHAM
SASKIA HUFNAGEL	DR	QUEEN MARY UoL
ANDREAS VARNAVAS	MR	STUDENT CYPRUS UNIVERSITY

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.
- . 4.1 Name of the Institution
- . 4.2 Institution or branch of the Institution pertinent to this application
- . 4.3 Name of the program of study
- . 4.4 Final higher education qualification awarded
- . 4.5 Program type (academic / vocational)
- . 4.6 Duration of studies
- . 4.7 Program's purpose and objectives
- . 4.8 Intended learning outcomes
- . 4.9 Program's language of instruction
- . 4.10 Detailed curriculum, including the structure of the program, courses per semester and the content of each course analytically (in Greek or in English depending on the program's language of instruction)
- . 4.11 Student admission requirements
- . 4.12 Academic / teaching personnel and their qualifications
- . 4.13 Program's courses and the academic / teaching personnel teaching each course for every year of studies
- . 4.14 Research activities of the teaching personnel involved in the program and synergies between research and teaching
- . 4.15 Address or addresses of the program's premises where the program is offered
- . 4.16 Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general
- . 4.17 Regulations and procedures for quality assurance for the program of study
- . 4.18 Student welfare mechanisms, for monitoring the sufficiency of student

support 4.19 Feasibility study, which must include, amongst others:

- The proposed number of students - Graduates' employability prospects
- . 4.20 Tuition and the management of the program's financial resources
- . 4.21 Administrative structure of the institution's programs of study, including the program in the proper position (i.e. by indicating the School and the Department under which the program will operate, by noting whether the program is inter-institutional, inter-departmental, etc)
- . 4.22 Name and contact information of the Program's Coordinator

## II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The Committee is of the opinion that the application was well structured into a single document and contained all the relevant information on the basis of which the Committee could form a sound opinion. The Committee was further assisted in its work by the participation of the vast majority of teaching and administrative staff, as well as past students on other relevant courses. The discussions were fruitful and constructive.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

#### **- Organization of Teaching Work**

The Committee feels that the proposed program of study is well supported by existing full time and visiting personnel. Everyone seems to understand what the teaching allocation and teaching needs are. However, there does not seem to be much co-ordination as regards the contents of the various modules and avoidance of overlaps. Issues such as terrorism, cyber crime and organised crimes were included in multiple modules and so a clearer organisation of work is required, despite the fact that some (but not significant) overlap may be unavoidable.

#### **- Teaching**

The Committee was of the opinion that the teaching methods were appropriate for the proposed course. Equipment and support are in place for all teaching needs and student support.

#### **- Teaching personnel**

The Committee was of the opinion that the teaching personnel are of a very high standard and possess all the academic attributes to deliver a high quality LLM course in criminal law.

### **2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

#### **- Purpose and Objectives and learning outcomes of the Program of Study**

The Committee reviewed the purpose and objectives as well as the learning outcomes of the proposed Programme of Study as outlined in the Application and discussed them during the on-site visit. The Committee feels that these are appropriate.

However, the Committee was surprised that the teaching plan did not involve a week-by-week written outline of bibliography and other materials to be handed in advance to students on the course. The teaching personnel made it clear that this did not exist in other courses and in fact they noted that it was an alien concept in Cyprus overall. The Committee strongly refutes this assertion given that members of the Committee, through their work, are familiar with at least two institutions doing exactly this, namely the University of Cyprus and CTL Eurocollege. This process requires significant work on the part of those involved in the program and prospective students would gain very little from this course without extensive materials and guidance.

#### **- Structure and Content of the Program of studies**

The Committee strongly feels content is not appropriate. For one thing, the choice of compulsory modules is not always appropriate for the proposed program of study. In particular, the existence of a module entirely dedicated to EU law and institutions is inappropriate, chiefly because since the LLM is directed only to law graduates, these are expected to have studied EU law extensively at undergraduate level. Secondly, the existence of two methodological-related modules is somewhat superfluous and overlapping. One combining and over-arching module with an emphasis on criminal law-related research methods is sufficient.

There is a significant overlap between many of the modules. This should be eliminated and content should be streamlined and the titles do not correspond or reflect the content of the modules.

As regards the elective modules, there is a need, first of all, to replace the EU Law module with an elective module dedicated to EU Criminal Law, if EU law is to play a role in this proposed program of study. Although there was discussion on the European Convention on Human Rights and its case law and the role it plays in the content of the modules, there is no actual module on this and no serious content in any of the modules. So, perhaps a dedicated module on the ECHR and criminal law and procedure could be adapted to the purposes of this program.

The international criminal law module bears no resemblance whatsoever to international criminal law modules around the world. With the exception of jurisdiction and the ICC, everything else is pretty much transnational criminal law.

The level of study, based on the content and bibliography of the proposed modules does not suggest that these are at a postgraduate level and are not cutting-edge in any sense. These are pretty standard and the material (with some exceptions) is very much outdated and does not advance criminal law studies. There is insufficient choice in terms of modules and the subjects appear to have been put together in random fashion or the availability of existing staff expertise. The drafting team should look on the internet at other LLM criminal law programs around the world and see the cutting edge modules offered there.

The Committee was concerned about certain issues relating supervision and assessment:

- a) When the Committee question how the 10% component in student participation was estimated, there were inconsistencies in the responses of admin and teaching staff.
- b) The Student Handbook requires meetings between students and supervisors during the dissertation writing, but does not specify how many. The staff claim that these are at least four, but most of the students had not made use of these, although one commented on the ease of availability. It is suggested that a defined number of supervisions be written into the policies.
- c) Although we understand that this is not Cypriot practice, we recommend that anonymous double blind marking is introduced in the assessment of papers and exams and dissertations. This could perhaps be fortified with anti-bias training as a matter of good practice.



#### **- Quality Assurance of the Program of studies**

As evidenced by the quality of the present program, the QA of the program overall is under doubt.

In terms of admissions, during the discussions the EUC team claimed that a law degree is a requirement, whereas on p 11 of the application materials it is mentioned that any bachelor's degree would be insufficient. No minimum grade is mentioned and this non-comparable with other prestigious programs. There were inconsistencies in the explanation of the admissions process. There is no clear mention in the website of the course as to the admissions requirements.

English requirement is problematic. It does not seem to be required, but much of the bibliography in this field (some of it being mentioned in the module outlines) is in English. If no English-language requirement is put in place, the reading material will not be effective for students with poor English.

#### **- Management of the Program of Study**

The teaching personnel involved with the program are more than able to manage the program of study.

The rolling basis of enrolment seems to be problematic. Students coming on in January suggested that courses they would have liked to take were not available.

- International Dimension of the Program of Study**
- Connection with the labor market and the society**

The quality, management and connection with the local labour market and society were deemed to be appropriate. The committee cannot comment on the international dimension of the programme, as none is currently envisaged, particularly since the program will be delivered in the Greek language

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### **- Research Teaching Synergies**

The Committee acknowledges that postgraduate programmes make a significant and valuable contribution to the University's core activities of research and teaching. They ought to do much to raise the academic profile of the institution as an internationally renowned centre of excellence in teaching and research. Postgraduate students enrich the research culture of the School of Law, as well as playing a central role in the career

development of many members of staff, who are provided with unparalleled opportunities to teach high quality students in their areas of specialist expertise. Teaching are eminently qualified and research active and clearly for some of them this is a chance to advance their research interests.

#### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

The committee is confident that the institution's processes with regard to administration, student welfare and support of teaching work are robust.

The Committee has no reason to question the availability of financial resources. However, as we have not received such information, and the application form does not require the Institution to provide such evidence, we are unable to comment on this particular point.

#### **5. DISTANCE LEARNING PROGRAMS**

N/A

#### **6. DOCTORAL PROGRAMS OF STUDY**

N/A

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

On the basis of the documentation provided in advance of and during the visit, as well as the discussions with staff and students during the on-site visit, the Committee holds the view that the proposed additional concentration to the LLM programme is not well designed, lacks clear and coherent aims and learning outcomes on the basis of the content of the proposed modules. However, it is delivered by qualified, committed and enthusiastic academic colleagues.

We are also satisfied that the new programme could well be integrated in the University's and the Law School's strategic development plans, and could improve, with major restructuring of the proposed modules, the Law School's potential to become an important intellectual hub in the relevant fields of research.

We note here a number of areas where the program requires significant amendments

- a) Admissions standards and requirements need to be made clear and specific and to include minimum entry requirements and English-language competency
- b) The contents of the proposed program are problematic and do not work as presently present. The three compulsory modules need to be eliminated. Methodology and research methods should be combined in a single module and the EU law module should be eliminated. Criminology should become a compulsory module. There should be no overlap across the elective modules and the international criminal law module should reflect its content in other LLM programs in top universities. There should/can be a module on European Criminal Law, if EUC decides that it wants a module with a strong EU component.
- c) There should be a week-by-week bibliography for each module, which should be uploaded on Moodle. This is extremely important. Bibliography for each module should be updated and given the absence of a Greek bibliography on all topics, extensive references to English bibliography should be identified on the weekly handouts. The students at LLM level should be guided as to what is important or not to read for each seminar (in advance of the seminar) and it should not be assumed that students need to research what the important articles and books are.

These points are extremely important to the functioning of a successful LLM program and implementation of these changes will lead to the Committee's approval of the program. But we would like to point out that these changes require a significant amount of work and an overhaul of the proposed program.

---

<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

**Doc. Number: 300.1**

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

Institution: EUC

Program of Study: LLM Penal Law (new concentration)

Duration of the Program of Study: 12 and 18 months

Evaluation Date: 10 May 2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
ILIAS BANTEKAS	PROF	BRUNEL
OLYMPIA BEKOU	PROF	NOTTINGHAM
SASKIA HUFNAGEL	DR	QUEEN MARY
ANDREAS VARNAVAS	MR	UNIVERSITY OF CYPRUS

**Date and Time of the On-Site Visit: 10 May 2018; 9am-5pm**

**Duration of the On-Site Visit: 1 day**

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	Organization of teaching work		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.			x			
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						x
1.1.3	The organization of the educational process safeguards the quality implementation of the program’s purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:			X			
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					x
	1.1.3.2	The disclosure of the program’s curricula to the students, and their implementation by the teaching personnel	x				
	1.1.3.3	The course web-pages, updated with the relevant supplementary material		x			
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					x
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					x
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						x
	1.1.4.1	facilities					x
	1.1.4.2	Library			x		
	1.1.4.3	Infrastructure					x

	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.1.1 There needs to be more specific admissions requirements, eg, law degree needs to be specified in the requirements. It is unclear how the criteria were applied and English language should be a requirement, as well as a specific grade.</p> <p>1.1.3.2 It is unclear what is taught in the curricula on a weekly basis, as is also unclear what modules are running in which parts of the semester.</p> <p>1.1.4.2 There are not enough books on criminal law in the library, although there are good online resources available.</p> <p>1.1.6 There is a discrepancy between staff-student reports on the provision of timely and effective feedback.</p> <p>1.1.3.3 There is not sufficient supplementary materials on the moodle page.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <p>β) the countries of origin of the majority of students.</p> <p>γ) the maximum planned number of students per class-section.</p>							

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	X				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.1 The objectives are unclear and the syllabi/contents are overlapping. 1.2.7 the bibliographies need to be expanded and updated and they need to include journal articles in English (given the scarcity of material in Greek), as well as weekly handouts.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.					X



	1.3.2.2	Publications within the discipline.					X
1.3.3		The specializations of Visiting Professors adequately support the program of study.					X
1.3.4		Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5 N/A		In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					
1.3.6		The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7		In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8		The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9		The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.					X
1.3.10		Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X
1.3.11		The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Generally, the teaching personnel was extremely well qualified and can deliver a very comprehensive LLM criminal law program.</p>							

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	x				
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	x				
2.1.3 N/A	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.	X				
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			X		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.	X				
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
2.1.1 and 2.1.2 The purposes and objectives need to be re-written to provide to provide more clarity on the course content. Overlaps between the modules need to be eliminated. The modules should receive clear themed specific titles. In the English law the term 'penal law' corresponds to the concept of penology, which is wrong. The correct term is criminal law and should be reflected in the documentation. This comment also applies to 2.1.4						
2.1.5 The program's outcomes need to be specified and better conveyed to students. In particular, it is not clear that all aspects of the program are at a higher level than an undergraduate degree.						
2.1.6 There needs to be far more guidance on readings relating to specific topics (including both Greek and English materials)						
2.2	Structure and Content of the Program of Study	1	2	3	4	5

2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.	X				
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	x				
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.	X				
2.2.5 N/A	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.	X				
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.	X				
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.	X				
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	X				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.1 AND 2.2.3 see comments for 2.1</p> <p>2.2.4 and 2.2.6 and 2.2.7</p> <p>The Committee strongly feels content is not appropriate. For one thing, the choice of compulsory modules is not always appropriate for the proposed program of study. In particular, the existence of a module entirely dedicated to EU law and institutions is inappropriate, chiefly because since the LLM is directed only to law graduates, these are expected to have studied EU law extensively at undergraduate level. Secondly, the existence of two methodological-related modules is somewhat superfluous and overlapping. One combining</p>						

and over-arching module with an emphasis on criminal law-related research methods is sufficient.

There is a significant overlap between many of the modules. This should be eliminated and content should be streamlined and the titles do not correspond or reflect the content of the modules.

As regards the elective modules, there is a need, first of all, to replace the EU Law module with an elective module dedicated to EU Criminal Law, if EU law is to play a role in this proposed program of study. Although there was discussion on the European Convention on Human Rights and its case law and the role it plays in the content of the modules, there is no actual module on this and no serious content in any of the modules. So, perhaps a dedicated module on the ECHR and criminal law and procedure could be adapted to the purposes of this program.

The international criminal law module bears no resemblance whatsoever to international criminal law modules around the world. With the exception of jurisdiction and the ICC, everything else is pretty much transnational criminal law.

The level of study, based on the content and bibliography of the proposed modules does not suggest that these are at a postgraduate level and are not cutting-edge in any sense. These are pretty standard and the material (with some exceptions) is very much outdated and does not advance criminal law studies. There is insufficient choice in terms of modules and the subjects appear to have been put together in random fashion or the availability of existing staff expertise. The drafting team should look on the internet at other LLM criminal law programs around the world and see the cutting edge modules offered there.

2.2.8 The bibliography is outdated and insignificant readings (foreign and Greek) are included in the readings and the different modules need to coordinate their readings and bibliographies. There are no weekly readings so that students know what to read for each class,

2.2.9 There is no choice of subjects and the subjects are somewhat random.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

N/A

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.			X		
2.3.2	Participation in the processes of the system of quality assurance of the					X

	program, is ensured for						
	2.3.2.1	the members of the academic personnel					X
	2.3.2.2	the members of the administrative personnel					X
	2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.3.1 QA is insufficient as evidenced by the quality of the present proposal.</p> <p>2.3.3. We were surprised that no records of grade distribution were being produced and made available as a matter of academic practice. There should be such a document produced for all modules every year as this is useful for academic and administrative purposes.</p>							
2.4	Management of the Program of Study		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.						X
2.4.3	It is ensured that the program’s management and development process is an academic process which operates without any non-xacademic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs’ Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						X
	2.4.5.1	The provisions regarding unit credits					X
	2.4.5.2	The expected learning outcomes					X
	2.4.5.3	The methodology					X

	2.4.5.4	Course descriptions					X
	2.4.5.5	The program’s structure					X
	2.4.5.6	The admission requirements					X
	2.4.5.7	The format and the procedures for student assessment					X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.						X
2.4.7	The effectiveness of the program’s evaluation mechanism, by the students, is ensured.						X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Committee felt that the program was well-managed by competent and committed academic and administrative staff.</p> <p>2.4.1 There is management of the program but the contents of the program is not efficiently managed.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"><li>- The number of credit units for courses and the number of credits for practical training</li><li>- In which semester does practical training takes place?</li><li>- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification</li></ul> <p>N/A</p>							
2.5	International Dimension of the Program of Study		1	2	3	4	5
2.5.1 N/A	The program’s collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.						
2.5.2	The program attracts Visiting professors of recognized academic standing.						X

2.5.3 N/A	Students participate in exchange programs.					
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.	X				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.5.4 The program is not comparable with other corresponding programs of study in Cyprus and internationally.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
<b>2.6</b>	<b>Connection with the labor market and the society</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2 N/A	According to the feasibility study, indicators for the employability of graduates are satisfactory.					
2.6.3	Benefits, for the society, deriving from the program are significant.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>While we have not received a feasibility study, the comments of the students suggested that their integration in the labor market was seamless.</p>						

<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>						
<b>3.1</b>	<b>Research - Teaching Synergies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			X		
3.1.2	New research results are embodied in the content of the program of study.					X



3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			X		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	x				
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>General Comments. There is no teaching on the actual research interests of all staff involved in the program.</p> <p>3.1.5 No external research funding was attracted by law academics.</p>						
<b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>						
<b>4.1</b>	<b>Administrative Mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X



Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Administrative mechanisms were sufficient and raise no concerns.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.			x		
4.2.2	There is a supportive internal communication platform.					x
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.		x			
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	x				
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Journals and online books are available, but the library is not well equipped for advanced criminal law studies. Monographs and textbooks were distinctly lacking.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					x

4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				x	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.3.3 Staff relied on confidentiality clause in their agreements and refused to even provide us with scales of salaries for the various academic levels.</p>						

**The following criterion applies additionally for distance learning programs of study.**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory. <b>N/A</b>					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education. <b>N/A</b>					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process. <b>N/A</b>					
5.4	Student performance monitoring mechanisms are satisfactory. <b>N/A</b>					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures. <b>N/A</b>					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree. <b>N/A</b>					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured. <b>N/A</b>					

5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly. <b>N/A</b>									
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning. <b>N/A</b>									
5.10	The supporting infrastructures are easily accessible. <b>N/A</b>									
5.11	Students are informed and trained with regards to the available educational infrastructure. <b>N/A</b>									
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective. <b>N/A</b>									
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally. <b>N/A</b>									
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel. <b>N/A</b>									
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching. <b>N/A</b>									
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%. <b>N/A</b>									
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:</p> <table border="1"> <tr> <td>The maximum number of students per class-section, should not exceed 30 students.</td> <td></td> </tr> <tr> <td>The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.</td> <td><b>N/A</b></td> </tr> </table>							The maximum number of students per class-section, should not exceed 30 students.		The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	<b>N/A</b>
The maximum number of students per class-section, should not exceed 30 students.										
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	<b>N/A</b>									

The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	N/A
--	-----

**The following criterion applies additionally for doctoral programs of study.**

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations. <b>N/A</b>					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies. <b>N/A</b>					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate. <b>N/A</b>					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations. <b>N/A</b>					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory. <b>N/A</b>					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards. <b>N/A</b>					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program. <b>N/A</b>					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

### FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The committee is grateful to the Law Department and EUC as a whole for their gracious hospitality, the thoroughness of the documentation they put before us, and their openness in discussing every aspect of their application.

On the basis of the documentation provided in advance of and during the visit, as well as the discussions with staff and students during the on-site visit, the Committee holds the view that the proposed LLM programme is not well designed, lacks clear and coherent aims and learning outcomes on the basis of the content of the proposed modules. However, it is delivered by qualified, committed and enthusiastic academic colleagues.

We are also satisfied that the new programme could well be integrated in the University's and the Law School's strategic development plans, and could increase, with major restructuring of the proposed modules, the Law School's potential to become an important intellectual hub in the relevant fields of research.

We note here a number of areas where the program requires significant amendments

- a) Admissions standards and requirements need to be made clear and specific and to include minimum entry requirements and English-language competency
- b) The contents of the proposed program are problematic and do not work as presently present. The three compulsory modules need to be eliminated. Methodology and research methods should be combined in a single module and the EU law module should be eliminated. Criminology should become a compulsory module. There should be no overlap across the elective modules and the international criminal law module should reflect its content in other LLM programs in top universities. There should/can be a module on European Criminal Law, if EUC decides that it wants a module with a strong EU component.
- c) There should be a week-by-week bibliography for each module, which should be uploaded on Moodle. This is extremely important. Bibliography for each module should be updated and given the absence of a Greek bibliography on all topics, extensive references to English bibliography should be identified on the weekly handouts. The students at LLM level should be guided as to what is important or not to read for each seminar (in advance of the seminar) and it should not be assumed that students need to research what the important articles and books are.

These points are extremely important to the functioning of a successful LLM program and implementation of these changes will lead to the Committee's approval of the program. But we would like to point out that these changes require a significant amount of work and an overhaul of the proposed program.

In sum, we found the proposal to be inadequate at this stage, but we believe that with substantial re-working and innovative thinking, this has the potential of becoming an excellent program. The committee remains at the disposal of D.I.P.A.E. for any further clarifications and comments, and it grateful for the Agency's support in this process.

--

**Names and Signatures of the Chair and the Members of the External Evaluation Committee:**

<b>Name:</b>	<b>Signature:</b>
Professor Ilias Bantekas	
Professor Olympia Bekou	
Dr Saskia Maria Hufnagel	
Mr Andreas Varnavas	

Date: ...12/05/2018.....

300\_1\_1\_ External Evaluation Report.docx