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External Evaluation Report (Departmental)

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

Programme 1

In Greek:

Πτυχίο Νομικής

In English:

LLB Law (4 years, 240 ECTS, Bachelor's Degree with Honours)

Programme 2

In Greek:

Μεταπτυχιακό στη Νομική

In English:

LLM in Law (1 year, 90 ECTS, Master's Degree)

Programme 3

In Greek:

Programme Name

In English:

Programme Name

- **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 External Evaluation Committee (EEC) examines the School of Law at the University of Central Lancashire Cyprus (UCLan). Due to the Covid-19 pandemic, an on-site visit was not possible. The external evaluation and the site visit took place online between 01/02/2021 and 04/02/2021. The academic members of the EEC studied the Application for Departmental Evaluation and all the submitted documents. Subsequently, they had the opportunity to ask questions and to attend presentations at the virtual site visit.

Further information regarding the virtual site visit was communicated on the 1st of February 2021. The EEC received also the comprehensive PowerPoint presentations and teaching materials on the same day.

The EEC appreciated the clear input of the members of the Faculty and the professional presentation of their activities as well as their honesty and openness in responding to our questions. The collegiality was evident in an environment where the leadership qualities of the Executive team are appreciated.

The EEC had the opportunity to meet a number of undergraduate and graduate students who communicated their positive experiences to the EEC members with clarity and enthusiasm.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Brigitte Tag	Professor	University of Zurich
Olympia Bekou	Professor	University of Nottingham
Dora Kostakopoulou	Professor	KU Leuven
George Kyriacou	Lawyer	University
Kyriaki Charalambous	PhD student	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas 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.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

The University and the Department had clearly articulated visions for the medium and long-term growth and their goals are both sound and realistic. Some short-term challenges were identified and discussed but these have to do more with the external environment than internal affairs. The programmes that are being offered meet student demand as well as the needs of Cypriot society, but there is scope for further development in novel areas such as artificial intelligence and digitalization as well as in better preparing students for admission to the Cypriot Bar if they so wish.

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).

Both the coherence and compatibility among programmes are fine. However, there is room for enhancing interdisciplinarity among the Departments and for developing joint programmes with Sciences.

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.	4

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

There are several stages for the design and approval of programmes of study and the requirements of the parent institution were evident to the EEC. The Department ensures that its operation and activities are commensurate to the needs of the Cypriot society and the EEC appreciated the level of involvement with the local legal community. The number of webinars, short professional courses and social mediation initiatives and involvement with ICLAIM are impressive. The Alumni relations are functioning very well at this stage, but the growth of the Department would require their further enhancement.

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.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	N/A

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

The University has a very effective strategy to attract highly qualified teaching staff and the number of scholarships on merit offered to students was appreciated by the EEC. However, the Committee believes there is room for increasing the admission requirements for the LLB particularly since 5,5 IELTS is low for a degree taught in English. The Committee does not have any information about the funding processes for the operation of the Department.

Additionally, write:

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

The ratio of Home/EU and international students is 55 to 45 and the origin of international students varies. The Department is actively engaging in internationalization initiatives.

Findings

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

1.1 Mission and strategic planning

- The Department has formally adopted a mission statement, which is available to the public and easily accessible.

The mission statement is available through website (www.uclancyprus.ac.cy/school/school-of-law) and prospectus. It contains information on the mission to provide a high standard and internationally recognised education, co- and extra-curricular activities and to ensure secured employment or work placements (p. 46).

- The Department has developed its strategic planning aiming at fulfilling its mission.

There is a developed strategic plan (p. 47 ff.). There is provision for curriculum development, strategic collaborations and personal development programs for students (p. 52 f.).

- The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.

They have pillars which they are orientating on. The strategy gets reviewed regularly and gets adopted through a consultation process with the School Council and students. The strategy is dynamic and gets periodically revised and adapted (p. 47 ff.).

- The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.

The programmes of study include LLB (Hons), LLM (Master of Laws), LLM in Financial and Commercial Law and LLM in International Business Law (p. 1). Such a profile is aligned with the European and international practice.

- The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.

The academic community has a significant role in the implementation of the strategic plan and in monitoring processes (e.g. the Head of School Report is provided alongside reports from Course Leaders and Module Leaders) (p. 53). Students are involved in this process both institutionally (SSLC) and via feedback questionnaires.

- Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.

Academics and associates participate in the School Council. Students are consulted through various School's bodies and meetings (p. 47).

- The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.

Assurance reports are taking place three times a year (p. 47). Three times a year is effective.

1.2 Connecting with society

- The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.

The Department is working in partnership with businesses, the community and other educators. These partnerships allow them to assess the needs and demands of society and to form their activities to give something back to the industry and society (p. 74).

- The Department provides sufficient information to the public about its activities and offered programmes of study.

The University informs the public through specific portals and media (p. 80 f.).

- The Department ensures that its operation and activities have a positive impact on society.

The Department ensures a positive impact on society through e.g. transfer of research knowledge, organisation of events, offering specialised services and organising seminars and conferences open to public (p. 54 f.).

- The Department has an effective communication mechanism with its graduates.

The Department holds a graduate survey each year to monitor the employability (p. 92).

1.3 Development processes

- Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.

The recruitment and selection processes are defined. UCLan Cyprus is an equal opportunity employer (p. 81 ff.). They identify the academic needs and they have an application form which has to be fully completed by each applicant (p. 83 f.).

- Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.

It is based on the strategic development plan of the School (p. 84 ff.).

- The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.

Students are offered scholarships on merit, local and international accreditations, career opportunities and so on (p. 90 ff.).

- 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.

No information was provided.

Strengths

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

- Detailed mission statement
- Equal opportunity employer
- Interaction with society and businesses

Areas of improvement and recommendations

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

- On the Department's communication with graduates/alumni the Committees, our recommendation is to establish an Alumni Association to maintain contact with former students.
- The Committee does not have any information about the funding processes for the operation of the Department.
- The Committee believes that there is room for increasing the admission requirements for the LLB particularly since 5,5 IELTS is low for a degree taught in English.

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.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4

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

The quality of teaching is assured by multiple layers of checks and balances within the Department, the University and the parent Institution.

With respect to research, compliance with the requirements of the UK REF system may be unduly restrictive. However, the Committee noted the Department's targets in the fields of publications in peer reviewed journals, increasing international funding and impact and achieving research excellence.

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.	4
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.	4
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.	4
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.9	The Department flexibly uses a variety of pedagogical methods.	4
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.	4

2.2.11	The Department analyses and publishes graduate employment information.	4
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	4
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.	5
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.	4
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
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.	4

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

The Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek. The LLM admission criteria should specify if a degree in a particular discipline is a prerequisite for study as there was a discrepancy in the documentation provided.

Findings

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

2.1 System and quality assurance strategy

- The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.

The quality assurance procedures have been mapped against the expectations of the UK Quality Code for Higher Education and conform with Cyprus DIPAE legislation 136(I)/2015 and 47(I)2016 and respective regulations in order to ensure compliance with the external framework. Furthermore, the quality assurance procedures reflect relevant strategies and policies of the University (p. 97).

- Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.

An internal Evaluation Committee does exist (TABLE 8) and external examiners provide an external perspective on new academic course developments thereby guarding academic standards (p. 105). They also monitor the functioning of the University, the quality and relevance of its programmes (p. 147).

- The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.

References were made to the existence of such policies.

- The quality assurance system adequately covers all the functions and sectors of the Department's activities:
 - Teaching and learning
 - Research
 - The connection with society
 - Management and support services

In the education process the categories of quality standards area are:

- 1) Effectiveness of teaching work
- 2) Programmes of study and higher education qualifications
- 3) Research work and synergies with teaching
- 4) Administration services, student welfare and support of teaching work
- 5) Distance learning program. (p. 100 f.)

- The quality assurance system promotes a culture of quality.

The Academic Standards and Quality Assurance University Committee (ASQAC) is responsible for maintaining a culture of quality (p. 98 f.). In each academic year the quality of the learning process is monitored throughout the Continuous Course Enhancement Process or annual monitoring (p. 102 ff).

2.2 Quality assurance for the programmes of study

- The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.

Course leader's reports are produced at the end of every academic year and an Action Plan for the following academic year is devised on the basis of these reports. The Head of Schools then evaluates all the offered programmes based on the course leaders' reports. In the following the Rector of the University prepares an institutional report addressing and evaluation the performance of the University during a specific academic year (p. 102 ff.).

- 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.

The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria are well communicated to students. The students interviewed by the EEC confirmed that.

- The quality control system refers to specific indicators and is effective.

The indicators of the level of satisfaction of each category of quality are:

- 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 (p. 100 f.)

- The results from student assessments are used to improve the programmes of study.

Results from student assessments are collected, reported and discussed and taken into account in end of the year report of the module. External Examiners' reports also examine results from student assessments and may make suggestions/recommendations which are taken into account and are implemented.

- The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.

It is clearly defined what is meant by the term “cheating” (p. 112 f.) and schools monitor plagiarism in order to enhance performance and investigate such suspected cases (p. 110). Also, when a work is submitted electronically, students have to submit it via Turnitin, which generates an Originality Report to facilitate the identification of potential plagiarism (p. 114).

- The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.

An accessible procedure with three stages exists for students' grievances. The procedure for dealing with students' grievances is accessible, fair and straightforward. This ensures effective, prompt and appropriate responses (p. 132 ff.).

- The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.

Information relating to the programmes of study are posted publicly and include the provisions regarding unit credits, the expected learning outcomes, the methodology, course descriptions, the programmes' structure, the admission requirements and the methods of assessment. Additionally, via the Blackboard online learning environment students are provided with a Programme Handbook and a Module Handbook for each module they study (p. 19 f. in ANNEX 7). The Department's website should clearly indicate which modules are being taught in Greek, what choice non-Greek speakers have in terms of modules and what support would be available to those who wish to learn Greek.

- The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.

The admission criteria are clear and follow British and other European countries high education standards. The criteria vary for undergraduate and postgraduate applicants. (p. 118 ff. and p. 19 in ANNEX 7). The LLM admission criteria should specify if a degree in a particular discipline is a prerequisite for study as there was a discrepancy in the documentation provided.

- The Department flexibly uses a variety of pedagogical methods.

Other than the involving of a Socratic debate (p. 30 f. in ANNEX 7), no concrete information about the flexible use of a variety of pedagogical methods was found.

- 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.

The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant (informal)

policy in place. The collected data is analysed quantitatively and qualitatively include and the results are indicative for the School of Law (p. 24 in ANNEX 7).

- The Department analyses and publishes graduate employment information.

An annual graduate survey is conducted in order to monitor the employability of the graduates (p. 92).

- The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:

- o *Building facilities*

See APPENDIX 3 for all the department's building facilities. Also, the External Evaluation Committee (EEC) visited the Department's buildings virtually.

- o *Library*

A considerable library order is placed every academic year, consisting of hard copy and electronic materials (p. 36 ff.; p. 31 in ANNEX 7).

- o *Rooms for theoretical, practical and laboratory lessons*

There i.a. exist 4 Computer laboratories (cf. TABLE 7), a Moot Court Room and an ICLAIM Training Room (p. 45).

- o *Technological infrastructure*

Market and technology-leading infrastructure from Citrix is used to host and manage the virtual PC environment. Also, the library computer room is adequately equipped. (p. 38) Learning is also facilitated via technology, e.g. the university utilizes Blackboard, a leading online learning management platform as well as Turn-It-In, which helps students develop their writing skills (p. 147). Students also have free access to a range of software, e.g. Microsoft Office, Matlab (p. 147).

- o *Academic support*

There is academic support, such as Wisser which provides support on study skills and offers guidance on academic writing. There also exist Academic Advisors, who meet regularly with students and work in partnership with them.

- There is a student welfare service that supports students in regard to academic, personal problems and difficulties.

Students with special education needs or learning/physical difficulties are treated equally. Depending on the educational need the student welfare service provide different provisions (e.g. seating in the front of the class, opportunity to take frequent breaks). Also, the infrastructure is adequate for disabled students (p. 26 ff.).

- 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.

The LLB and LLM courses are offered on both a full-time and a part-time basis (p. 208). The infrastructure is adequate for disabled students (p. 28) and international students are generally welcomed at UCLan Cyprus and they are provided with Visa support (p. 35). Other than that, there was no concrete information regarding the extent to which the Department's mechanisms, processes and infrastructure meet the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.

- Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.

Students enjoy good and accessible mentoring.

- The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.

N/A

- 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

- The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.

N/A

- There is a clear policy on authorship and intellectual property.

All researchers should refrain from plagiarism, piracy, the fabrication of results or infringement of intellectual property (p. 179; p. 40 in APPENDIX 7). Also, the practice of honorary authorship is unacceptable, i.e. only those who have contributed to the research should be included as authors on the publication (p. 81 f.; p. 42 in APPENDIX 7).

Strengths

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

- Comprehensive peer support for learning and teaching practice (p. 105 ff.).
- Well-established and detailed policy/process of preventing and dealing with plagiarism (p. 109 ff.).
- UCLan Cyprus has its own Moot Court Room (p. 44).
- Student mentoring is very strong.

Areas of improvement and recommendations

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

- While there is detailed information about the quality assurance about teaching and learning (p. 102 ff.), such detailed information is missing for research, the connection with society and the management and support services (2.1.4.).
- Apart from the Socratic method (p. 30 f. in ANNEX 7), no concrete information about the flexible use of a variety of pedagogical methods was found (2.2.9.).
- The LLB and LLM courses are offered on both a full-time and a part-time basis (p. 208). The infrastructure is adequate for disabled students (p. 28) and international students are generally welcomed at UCLan Cyprus and they are provided with Visa support (p. 35). Other than that there was no concrete information found regarding whether 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 (2.2.14).
- 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 (p. 70 in ANNEX 7) (2.2.15), but it would have to be rethought with predicted growth of the student cohort.

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		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	4
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.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	4
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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

The Department's administrative structures should be strengthened in line with the predicted growth.

Findings

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

- The administrative structure is in line with the legislation and the Department's mission.

See APPENDIX 1, which illustrates to what extent the School administers all its academic affairs in line with the University's Regulations, QA processes and the School's mission.

- 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.

Senior academics (Heads, Deputy Heads and/or nominees) and relevant administrative staff are represented in all the decision-making bodies of the University, including the Council, the Senate and its Committees (p. 36 f. in ANNEX 7). Students also participate in the functioning of the University at various levels (e.g. by having elected members in Senate and Council meetings) (p. 147).

- The administrative staff adequately supports the operation of the Department.

The Department's administrative structures should be strengthened in line with the predicted growth.

- 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.

The Committee recognizes UCLAN UK's oversight. The strategic decision-making is made by the Committees of the University (ASQAC, RIC, SEEC), the SAMT (Senior Academic Management Team) and the Senate. Also, the School Council meets at least three times per year to discuss operational and strategic matters. For operational matters the responsibility lies within the School Faculty Board. This board meets at least once a term and consists of the Head of School, the Deputy Head of School, the Course Leaders, a student representative, and all other academics, which are part of the School's faculty (p.9).

- The Department applies effective procedures to ensure transparency in the decision-making process.

Consultation, ad hoc committees or working group mechanisms are in full compliance with principles of good governance including fairness and transparency (p. 36 f.).

- Statutory sessions of the Department are held and minutes are kept.

For formal staff meetings of the school and for the Student Staff Liaison Committee meetings minutes are kept and are freely accessible to all law students (p. 15 f. in APPENDIX 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.

To the extent possible and/or applicable, the Department's Council operates systematically and autonomously and exercises the full powers provided for by the Law and/or the Constitution of the Institution without the intervention or involvement of a body or person outside the law provisions (p. 37 f. in ANNEX 7). Also, the School Council meets at least three times per year to discuss operational and strategic matters (p. 9).

- 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.

To the extent applicable, 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. Also, there is a number of interested parties involved for the formulation and development of the school's strategy and plan. (p. 38 in ANNEX 7).

- The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.

The University follows a strategic approach to the prevention and management of unfair means to enhance performance (e.g. plagiarism) (p. 109 ff.). Also, any university member is obligated to formally report misconduct in research to the head of the appropriate department (p. 182).

- The Department has appropriate procedures for dealing with students' complaints.

The University follows a procedure system for dealing with Students' grievances, that aims to be accessible, fair and straightforward and ensures an effective, prompt and appropriate response (p. 132 ff.). The Department also has a friendly informal resolution pathway for students' complaints.

Strengths

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

- The administrative staff have an overall high qualification (Table 9) and are very dedicated to their work.
- The Committee noted the promotion opportunities for administrative staff.
- The University is strongly interested to prevent and manage any academic misconduct properly (p. 109 ff).
- Students' grievances are addressed in an adequate and strategic manner (p. 132 ff.).

Areas of improvement and recommendations

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

- No detailed information was provided regarding the systematic and autonomous operation of the Department's council and its exercise of full powers without the intervention or involvement of a body or person outside the law provisions (3.7).
- The Department's administrative structures should be strengthened in line with the predicted growth.

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.	4
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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The design of the programmes of study is efficient and the delivery is well managed.		
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.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

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

Students benefit from the close mentoring, the wide accessibility of teaching staff and the efficient running of the modules. The criteria and methods of assessment are clear and are comparable to those pertaining in other higher educational institutions. Student-centered learning is evident and the student law blog stimulates students' motivation. The Committee noted the opportunities for the involvement of students in various projects and initiatives.

Findings

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

4.1 Planning the programmes of study

- The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.

The course development process is well structured and usually there is a 2-year lead in time for new course developments. However, if there is a strong business need, course planning may be fast-tracked (p. 150 ff.).

- Students and other stakeholders, including employers, are actively involved on the programmes' review and development.

Standardized procedures ensure that feedback is collected from students biannually through Module Feedback Questionnaires (MFQs) and through physical meetings with academic and administrative staff (Staff Student Liaison Committee meeting). The actions that are taken in response to the students' feedback are then communicated back to the students (p. 147). Also, external examiners are used as third-party reviewers (p. 105).

- The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).

The content of the programmes of study, the assignments and the final exams are in line with the European Qualifications Framework (EQF) (4.1.3).

- The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.

All programmes of studies at the School of law are in full compliance with the existing legislation and DIPAE regulations. Where applicable, i.e. in the case of the LLB for professional recognition but also for some LLM modules and CPD courses, the programmes/modules also meet the highest international professional qualification requirements (p. 51 f. in ANNEX 7).

- The Department ensures that its programmes of study integrate effectively theory and practice.

Research informs teaching throughout the curriculum delivery in and out of the classroom as well as through the co- and extra-curricular activities (p. 52 ff. in ANNEX 7). Also, modules include at least an hour of practical or seminar sessions for each hour of lecture (p. 144). Moreover, students develop real-world skills by participating to industrial placements, summer internships and Erasmus programs (p. 145).

4.2 Organisation of teaching

- The Department establishes student admission criteria for each programme, which are adhered to consistently.

The admission criteria are clear and follow British and other European countries' high education standards. The criteria vary for undergraduate and postgraduate applicants (p. 118 ff. and p. 19 in ANNEX 7). But please see our earlier comment regarding the LLB and LLM admission criteria.

- Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.

The process Accreditation of Prior Learning (APL) is used for formal recognition, assessment and award of credit for all prior learning (p. 156 ff.).

- The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.

The number is suitable given the size of the cohort.

- The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.

Students are able to communicate with the lecturers and receive feedback in a variety of ways (e.g. via email, Blackboard, closed groups on Facebook) (p. 10 f.).

- Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.

The Department encourages student-centered learning, but the Committee would have appreciated more concrete information on the various methods involved in addition to the Socratic method which is described in the documentation (p. 30 f. in ANNEX 7).

- The teaching staff of the Department provides timely and effective feedback to their students.

With respect to feedback on assessments, teaching staff provide feedback via blackboard and Turnitin as well as via one-to-one sessions. Students are provided with generic feedback within 15 working days (3 weeks) of the scheduled submission or examination date. Feedback may be oral, written, posted on a website or other. Students also have the opportunity to request additional feedback (p. 10 f.; p. 64 in APPENDIX 7). Students confirmed this information.

- The criteria and the method of assessment as well as the criteria for marking are published in advance.

The assignment and the marking criteria are clearly explained to students. It is a clear principle that the assignment briefs as well as the marking criteria are ought to be written clearly and be available to and discussed with students (p.126).

- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.

The assessment demonstrates whether the learning outcomes of the programmes of study have been achieved (p.121 ff.).

Strengths

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

- The University has a specialized taskforce, the Teaching and Learning Enhancement Committee (TLEC), which i.a. monitors and develops effective learning and teaching strategies (p. 146).
- The University has the Course Planning Committee, which formulates, recommends and plans academic goals and initiatives for new and existing programmes of study and looks after their mode of delivery and their sustainability (p. 148).
- The close contact between students and staff and the effective mentoring.
- Clearly outlined assessment criteria which meet the learning outcomes of the courses.
- The extra-curricular activities complement the teaching provided in an effective way.

Areas of improvement and recommendations

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

- In addition to our earlier comment about admission criteria, the Committee would have appreciated more concrete information on the student-centered teaching methods.

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		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
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.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	3
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 ratio between full-time academics and special teaching staff should be improved.

- Number of teaching staff working full-time and having exclusive work
8 in 2018-19 (TABLE 11), 9 in 2019-2020.

- Number of special teaching staff working full-time and having exclusive work
13 in 2018-19 (TABLE 13), 15 in 2019-2020.

- Number of visiting Professors
2 in 2018-19 (p. 170, TABLE 12), 2 in 2019-2020.

- Number of special scientists on lease services
2 in 2019-2020.

Findings

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

- The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.

The 8/9 members of the full-time teaching staff are proven experts in their subject areas. Their qualifications (APPENDIX 9) are capable to ensure quality and sustainability of teaching and learning in the programmes of study.

- The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.

The teaching staff of the Department consists of highly qualified and internationally educated employees. Many of them received their academic degrees at foreign universities with high reputation (APPENDIX 9, TABLE 11). Some of them even won academic awards (APPENDIX 10). The quality of teaching is guaranteed by a transparent recruitment and selection process (p. 81 ff.) and a transparent advancement planning (p. 84 ff.).

- The visiting Professors' subject areas adequately support the Department's programmes of study.

The areas of the visiting Professors in 2018-19 were International Security and Strategy as well as International Economic and Financial Law (TABLE 12). The subjects are particularly suited to support the LLM programmes "Law and International Security" and "International Business Law".

- The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.

The qualifications of the special teaching staff and the special scientists are to be recognized as sufficient to teach a limited number of teaching hours per week (APPENDIX 9, TABLE 14). Most of the fulltime teaching staff are PhD holders and research active academics (p. 169).

- The ratio of special teaching staff to the total number of teaching staff is satisfactory.
The ratio needs improvement.
- 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
The ratio seems adequate.
- 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.
The ratio is fine.
- Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.

There are several methods used to provide the teaching staff feedback of the students: First students are encouraged to provide feedback directly to the staff, second there are standardized procedures to collect feedback (p. 147). There are physical meetings of the students and the staff (Staff Student Liaison Committee meetings, SSLCs) and biannually questionnaires (Module Feedback Questionnaires, MFQs) to collect feedback. The MFQs provide feedback for each module at the end of each semester anonymously (p. 104, p. 167). The students are informed about the importance of feedback and get encouraged to share their experiences (p. 168). In the last years numerous changes have been made as a consequence of the provided feedback (p. 169). The measures taken as a result of the feedback are communicated to the students (p. 147).

Strengths

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

- Highly qualified and internationally educated teaching staff (APPENDIX 9, TABLE 11)
- Recruitment and selection process seem to be transparent.
- Opportunity of rotational experience for the academic staff across UCLan Campuses (p. 95)
- Different feedback processes that ensure the quality of teaching

Areas of improvement and recommendations

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

- The ratio of full-time teaching staff and special teaching staff needs improvement.
- No information was found regarding the ratio of subjects being taught by full-time and part-time teaching staff (5.6).

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.	4
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.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	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.	4

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

The Department aims to prioritize research and to establish a research culture. The future establishment of a PhD programme will aid this endeavour and will contribute to the recruitment of advanced students. The teaching staff are research active and should be supported in pursuing research activities and developing their career. It would be beneficial if the Department could materialize the stated 40% target for research time. The Committee noted that a number of early career researchers with excellent qualifications have joined the Department and efforts should be made to ensure that they fulfil their research potential.

Findings

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

- The Department has a research policy formulated in line with its mission.

The Research Strategy and Policy of UCLan Cyprus contains the strategic aims concerning research in line with UCLan's mission statement (list of the strategic aims, p. 172 ff.). The Research Strategy and Policy is linked with Innovation and Enterprise Activities (I&E activities) to enhance the impact (p. 174). But the requirements of the UK REF System on UCLan Cyprus may be unduly restrictive.

- The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.

The aims in the Research Strategy and Policy are measured through several Key Performance Indicators (KPIs) (p. 174).

- The Department provides adequate facilities and equipment to cover the staff and students' research activities.

Strategic investment in high quality research infrastructure, facilities, research support and research information management systems is part of the Research Strategy and Policy (p. 173). All available locations in the School of Law can be used for research purposes (p. 184).

- The Department has the appropriate mechanisms for the development of students' research skills.

The students have access to the ICLAIM training room. It provides a learning space for students and a research space for the academics (p. 45, 184 f.). Such a common learning and research space could lead to an exchange and research interests among the students. Furthermore learning experiences such as a research project or a work placement can form a part of the curriculum of undergraduate students (p. 191).

- The results of teaching staff's research activities are published to a satisfactory extent in international journals, international conferences, conference proceedings,

publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.

The publication and dissemination of research are encouraged by UCLan (p. 181). The teaching staff should be encouraged to publish in peer-reviewed journals that comply with open access requirements.

- 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.

Nearly all the full-time teaching staff (90 %) are research active. This leads to a multidimensional expertise through which teaching is improved (p. 174). Research informed teaching activities are listed on p. 192. The UCLan has comprehensive strategies to link research and teaching (p. 191 ff.).

Furthermore one of the strategic aims of the Research Strategy and Policy is to build a multidisciplinary international research impact inter alia through society knowledge transfer. There are strategic partnerships with businesses and public stakeholders (p.172). There is also the UCLan Cyprus Strategy 2025 through which the transfer of know-how to the society and to the production sector should be improved through concrete objectives and methods (p. 196 ff.).

- The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.

Research at UCLan is based on several ethical policies and regulations. The guiding principles can be found in the Global Code of Conduct for Research in Resource Poor Settings that was developed through the Centre for Professional Ethics at the UCLan (TRUST) and funded by the European Commission (p. 178, ANNEX 5). Furthermore there are guidelines for specific topics such as data protection (p. 178 f.). With regard to the rights of the researchers there is the Health and Safety Manual (p. 179, 31). There are also rules regarding research misconduct (p. 182).

Ethical approval must be contained from the responsible department and the relevant ethics committees (p. 180). UCLan benefits from an internal Ethics Sub-Committee providing support to staff and students in ethical questions in research (p. 185). Hereby the compliance with the ethical standards set by UCLan shall be ensured (p. 185).

- The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.

Information regarding the external research funding can be found on p. 190 f. and in APPENDIX 11.

The external non-governmental funding seems adequate given the size of the Law School.

- The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.

UCLan strives to extend the internal support of research in different ways, e.g. through offering a budget for academics to support a participation at local and international conferences and through the Early Career Researchers kick-start fund (p. 190). It can be assumed that internal funding reflects international practice.

Strengths

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

- Comprehensive strategies to connect research and teaching (p. 191 ff.)
- Large ambitions to transfer know-how to the society and the production sector through the UCLan Cyprus Strategy 2025 (p. 196 ff.)
- Ethical guidelines for research und committees that ensure their compliance.
- External funding feeds into and shapes the development of research culture.
- Excellent initiatives in setting up Jean-Monet modules, the International Journal of Populism, the research internship scheme with the collaboration of ICLAIM and a strategy for the retention of researchers.

Areas of improvement and recommendations

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

- The future establishment of a PhD programme will enhance the research culture.
- The teaching staff should be supported in pursuing research activities and developing their career. It would be beneficial if the Department could materialize the stated 40% target for research time.
- The Committee noted that a number of early career researchers with excellent qualifications have joined the Department and efforts should be made to ensure that they fulfil their research potential.

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.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
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.	N/A
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	N/A
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The overall budget is on the low side for the ambition of the Law School and no further information was shared on financial risks and sustainability.</p>		

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 sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.

The financial resources of the department are included in ANNEX 6. Each department of UCLan has its own budget holder, who is responsible to operate within the agreed

budgeted amount. Each budget holder receives an adequate training to follow the budget procedure (p. 204). The given information in ANNEX 6 is not very detailed, but it seems that there are sufficient financial resources to support the functions of the department.

- The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.

ANNEX 6 shows that by far the highest costs are the teaching costs. The costs for research activities are less than a quarter of the teaching costs. An inefficient management is not evident.

- The Department's profits and donations are used for its development and for the benefit of the university community.

The department strives to increase the number of donations for the School of Law. Actually there is an average of around 5,000 Euros donated annually (p. 95 in ANNEX 7). Hereafter the donations are reinvested in the activities and the development of the department.

- The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.

UCLan has a detailed and strong budget procedure and a rolling 15 year plan based on its mission and strategic plan (p. 203, ANNEX 6). The allocation of the budget considers the allocation of the workload concerning teaching, research and administrative tasks (40:40:20, p. 203). The budget for the coming 5 years was estimated in order to the expected growth of the number of students (p. 215). Overall the budget seems appropriate for the department's mission, but it does not enable to grow and expand their offerings (p. 95 in ANNEX 7).

- The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.

Throughout the development of the courses there are performance reviews and risk assessments. (p. 95 in ANNEX 7). Details regarding the assessment of risks cannot be found.

- The Department's external audit and the transparent management of its finances are ensured.

The department is subject to an external audit by professionally regulated companies in full transparency (p. 95 in ANNEX 7).

- The fitness-for-purpose of support facilities and services is periodically reviewed.

The Committee did not have this information at its disposal.

Strengths

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

- There is a detailed budget procedure (p. 203).

Areas of improvement and recommendations

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

- The overall budget is on the low side for the ambition of the Law School and no further information was shared on financial risks and sustainability.
- The collection of more donations is desirable to be more flexible and have more opportunities to grow and expand offerings (p. 95 in ANNEX 7).
- There are no details regarding the assessment of risks and sustainability of the programmes of study (7.5, p. 95 in ANNEX 7).
- There are no details regarding the external audit and the transparent management (7.6, p. 95 in ANNEX 7).
- There is no information concerning a periodically review of a fitness-for-purpose of support facilities and services (7.7).

Please ✓ what is appropriate for the following assessment area:

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

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The Committee was impressed with the strength of the Department, the structure of the degrees and the commitment of staff and leadership. The Department is very well-run and the executive team's efforts are appreciated by staff and students. The Department enjoys good standing within the University and the synergies between the central University and the Law Department are visible.

Teaching and learning are provided in an efficient way and meet all the requirements set out in the degrees. There is a strong connection with legal practice and students benefit from various extra-curricular activities and internship schemes. The collaboration with ICLAIM is excellent and students appreciated the opportunities available to them as well as the Moot Court Room. The quality assurance processes are rigorous and student mentoring is strong.

The administrative staff are very dedicated to their work and enjoy the promotion opportunities available to them.

The full-time teaching staff are highly qualified, internationally educated and highly motivated. There is collegiality in the team and the synergy between students and members of staff is quite good. They feel supported by the Head of the Department and by each other. They are willing to engage in a number of activities and go the extra mile when required.

Our recommendations are as follows:

- The Committee believes that there is room for increasing the admission requirements for the LLB particularly since 5,5 IELTS is low for a degree taught in English.
- 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 (p. 70 in ANNEX 7) (2.2.15), but it would have to be rethought with predicted growth of the student cohort.
- The Department's administrative structures should be strengthened in line with the predicted growth.
- The ratio of full-time teaching staff and special teaching staff needs improvement.
- The future establishment of a PhD programme will enhance the research culture.
- The teaching staff should be supported in pursuing research activities and developing their career. It would be beneficial if the Department could materialize the stated 40% target for research time.
- The Committee noted that a number of early career researchers with excellent qualifications have joined the Department and efforts should be made to ensure that they fulfil their research potential.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Brigitte Tag	
Olympia Bekou	
Dora Kostakopoulou	
George Kyriacou	
Kyriaki Charalambous	
FullName	

Date: 04/02/2021

