

Doc. 300.1.2

Date: 17.04.2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Limassol

- **Town:** Limassol

- **Programme of study**  
**Name (Duration, ECTS, Cycle)**

**In Greek:**

Πτυχίο Νομικής (4 yrs, 240 ECTS)

**In English:**

Bachelor of Law (LLB) (4 yrs, 240 ECTS)

- **Language(s) of instruction:** Greek/English
- **Programme's status:** New
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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 2021 [[L.136\(I\)/2015](#) – [L.132\(I\)/2021](#)].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC did not come across an elaborated document on academic integrity. In this regard, the institution could consider endorsing the European Code of Conduct for Research Integrity, notably because it aspires to be active in seeking research funding from Europe. This is necessary in particular in case of research papers and projects with an empirical component.	<p>Thank you for this suggestion. The University of Limassol is committed to upholding the principles of responsible research and research integrity, as outlined in the ALLEA European Code of Conduct for Research Integrity. This commitment is demonstrated both procedurally and institutionally</p> <p>At the procedural level, the UoL Research Center ensures that all proposal submissions for EU research grants include a formal declaration of compliance with the ALLEA Code of Conduct, made on behalf of the University.</p> <p>At the institutional level, the University is developing a comprehensive Research Policy, which incorporates dedicated provisions on research ethics and integrity, aligning with ALLEA principles.</p> <p>The University also mandatorily implements the legislation and framework of the Cyprus National Bioethics Committee.</p>	Choose level of compliance:
Additionally, the institution does not appear to have a well-thought open access policy. While requests appear to be treated in an expeditious manner, it would make sense to have a policy that informs the researchers about possibilities upfront. The EEC would think that there is leeway for cooperation with other institutions based in Cyprus	<p>The University of Limassol Library is actively committed to promoting Open Access initiatives. Currently, we participate in two agreements through the Cyprus library consortium, ensuring access to <b>Sage</b> and <b>Taylor &amp; Francis</b> databases. These agreements enable our researchers to publish their work in Open Access journals without additional costs, making scholarly outputs widely accessible. As the demand for Open Access resources increases, we are continuously exploring new partnerships. Currently we are in the process of negotiating a potential agreement with <b>Springer</b>. Once new agreements are finalized, the library promptly informs academic staff and students, ensuring they have access to the latest Open Access opportunities. Additionally, we provide guidance on Open Access publishing, institutional repositories, and compliance with funders' mandates regarding Open Access requirements.</p>	Choose level of compliance:

<p>The programme has a Greek law and a Cypriot law track. The programme of study is clear and information for each course is readily accessible, although quite short. Again, this is understandable as the programme is not launched yet, which means that tweaks will be needed and the course descriptions will be adjusted after the programme starts running</p>	<p>Thank you for your comment. It is University policy to continually develop course content in new curricula when they begin to be offered. To this end, the program coordinator together with the faculty members consult and ascertain any needs for enrichment of course descriptions in the first year of operation of each program.</p> <p>The program is also reviewed by the University's Internal Quality Assurance Committee, which provides advice and recommendations to the Department's Internal Quality Assurance Committee at the beginning of each semester</p>	<p>Choose level of compliance:</p>
<p>The programme however introduces a relatively important number of electives</p>	<p>Thank you for the comment. The University, taking into account a similar comment from EEC regarding the number of elective courses, has reduced the list of electives to 15 so that there can be an adequate number of students to take each of them. A list of elective courses is attached as <b>Annex 1</b></p>	<p>Choose level of compliance:</p>
<p>The EEC was quite concerned by the large number of offered modules, which raises questions as to whether such modules will run at least in the first year of operations. This creates the impression that there is an emphasis placed on the breadth of the programme instead of the depth of the programme. It appears that emphasis is placed on overall general knowledge instead of providing the opportunity to students to be equipped with deep understanding of the core law modules</p>	<p>As mentioned above, in response to this EEC recommendation, with which we wholeheartedly agree, we reduced the number of elective courses, removing especially those that are of an interdisciplinary nature, in order to focus the programme on the in-depth study of law. Furthermore, it should be noted that in the curriculum of the 4th year there are in-depth courses (Special Topics in Private Law, Applications of Public Law, Applications of International &amp; European Law, Applications of Civil Law &amp; Civil Procedure, Applications of Criminal Law &amp; Criminal Procedure) in which legal issues are studied in depth in order to further enhance the in-depth study of law. The course descriptions of the above courses are attached as <b>Annex 2</b>. The programme also offers the Placement course in which students are given the opportunity to apply their legal knowledge in practice and to develop legal skills that enhance their in-depth understanding and knowledge of law.</p> <p>Indeed, as now adjusted with the EEC recommendation, the proposed LLB program aims to provide an in-depth understanding of</p>	<p>Choose level of compliance:</p>

	legal science by providing all the necessary academic and professional skills that a law degree offer, through its core law modules.	
Although representations were made as to the offered modules satisfying market needs, there are no courses offered on eg Construction Law or public procurement law. As the EEC notes in this report, the idea of masterclasses may be worth pursuing to complement the programme of study. The EEC appreciated the permanent teaching staff's readiness to further explore the curriculum with the intention to include such modules in the future	We appreciate the EEC's thoughtful feedback on our course offerings. In response to the EEC's recommendations, <b>we have amended the course descriptions</b> for Arbitration and Mediation and Administrative Law. In Arbitration and Mediation, we have expanded the curriculum to include topics specifically addressing construction law and the challenges that frequently arise in construction disputes. In Administrative Law, we have incorporated dedicated topics on public procurement law to provide students with a comprehensive understanding of the legal framework and the specific issues that arise in this field ( <b>see Annex 3</b> ). Furthermore, as outlined in our initial application, we remain committed to enriching students' learning experiences through seminars and workshops on these topics, serving as valuable supplements to the theoretical and practical knowledge covered in the courses. Those seminars and workshops are also supported by external stakeholders with specialization in the above topics.	
The documentation did not reassure the EEC that sufficient diversity in exam methods and coordination of such methods took place as of yet. The EEC would therefore expect that the programme director ensures that there is sufficient variation in the formative component of the grading.	Thank you for your comment. The University uses a variety of methods for examining and assessing students. Programme directors ensures that there is sufficient variation in the formative component of the grading. For this programme, in addition to the final examination, which usually accounts for 50% to 60% of the total grade, the methods used are mid-term examinations, (group or individual) assignments, oral presentations and class participation. In addition, we use a range of other assessment formats, including collaborative work, pro bono portfolio, legal case debates, a moot court where students take part in mock trials, and mooting competitions (debates about hypothetical legal cases). These assessments are designed to help develop writing, analytical, presentation, negotiation and legal research and legal argumentation skills that are essential to professional life and legal practice.	

<p>While academic staff acknowledged the importance of variation (moot courts, oral presentations/advocacy, peer review, take home, weekly assignments), no coordination appears to exist as of yet so that fairness is safeguarded in assessing the competences of prospective students.</p>	<p>Thank you very much for your comment. University-wide the program director/coordinator is tasked with the coordination and maintenance of a fairness in the assessment of competences across students and across courses. To this end, the program coordinator provides guidelines on how to assess students so that there is a common process and no major discrepancies in assessment methods and grading between courses. Meetings are also organized every semester between the programme coordinator and the teaching staff where feedback on the course assessment process is given. Finally, each instructor informs the program coordinator at the beginning of each course of the student assessment methods to be followed in order to make any changes where major discrepancies in student assessment between courses are identified. The grades submitted for each course by the instructor, before officially recorded, are reviewed by the program director/coordinator for signs of grade inflation and other discrepancies or anomalies which are addressed with the instructor, and, if necessary, with the Department Chair for possible remedy.</p>	
<p>Also, in view of the high percentage that the formative component represents, academic staff would need to ensure that the use of AI tools is adequately monitored and addressed in a manner that allows for fair assessment of each student's performance and competences</p>	<p>Your concern about the misuse of AI tools, such as the ChatGPT, is a great concern of ours as well as it raises issues of performance and fairness. The University takes the proper use of AI by students very seriously and for this it has instituted a policy on the proper use of AI and AI tools by students (see <b>Annex 4</b>).</p> <p>Also, as AI literacy and its ethical and legal frameworks continue to evolve, the university is aware and has taken a proactive role in guiding both students and teachers in understanding and using AI responsibly. To address this, the university has bought in the <u>GenAI Literacy Trainer Essentials</u> course in which one of our representative will participate and then he will provide the relevant training to the Instructors at the university.</p> <p>Training will be provided in how to be AI literate. This will then include workshops from the DLU team, guidelines, and ethical discussions, to ensure that AI tools are used transparently, critically, and effectively in academic and professional settings.</p> <p>We are already taking a structured approach that balances exploration with responsible use. This is achieved through AI literacy workshops, where</p>	



	students learn about AI's capabilities, limitations, and ethical concerns, alongside guidelines for responsible academic use. We have a clear AI policy that defines acceptable AI-assisted work, proper citation practices, and academic integrity as well as appropriate tools for detecting misuse.	
Erasmus+ is also part of the support offering although no information was provided as to whether existing academic or support staff benefited from it.	Thank you for your comment. The University participates in the Erasmus+ programme. Under this programme it has agreements with European Universities for the exchange of students and staff of the University. The University also has agreements for the exchange of students and staff with universities that are not part of the Erasmus+ programme ( <b>see Annex 5</b> ). Furthermore, the University (ex CIIM) has been positively evaluated and has been awarded the "ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027" quality certificate ( <b>see Annex 6</b> ). Finally, various students at the University and student from other Universities have used the Erasmus+ programme in order to visit the UoL ( <b>see Annex 7</b> ).	
Generally, ensuring credible and sustainable funding for the new programme of study is important during that period, as competition among LLB programs in the Greek-speaking world is expected to be fierce in the short run	The University of Limassol, as the successor of the prestigious Cyprus International Institute of Management, is fully aware of the highly competitive landscape of LLB programs in the Greek-speaking world and the challenges it presents. Leveraging its strong academic heritage and strategic vision, the University leadership and the owners remain steadfast in their commitment to expanding and strengthening its academic offerings. They are ready to provide comprehensive financial and institutional support to ensure the successful development, and long-term sustainability of the LLB program, positioning it as a differentiated and competitive choice within the region.	
The EEC was concerned by the ambition to grow while the programme still runs at the current premises. It would appear that the space is rather insufficient to accommodate the new cohort (and also allow for the implementation of the innovative teaching methods the academic staff had in mind) if the student numbers grow as	The EEC's concern about our temporary premises is appreciated. However, as indicated in our application, the first year of the program is intended to enrol a small cohort of no more than 30 students for which our present facilities are adequate. For subsequent years, more space will be available as the University is on the final stage of leasing a third building in Limassol (4 buildings in total including the Nicosia campus).	



projected in the department's budget	In the meanwhile, the Government has approved the construction of our new purpose-built Campus in Palodia in the outskirts of Limassol and we are now on the process of obtaining planning permit for the Campus master plan ( <b>see Annex 8</b> ). We, therefore, anticipate significant expansion and upgrading of the physical infrastructure of our university in the very near future.	
The EEC was concerned by the breadth of the programme, which could jeopardize its depth	As mentioned above, the University <b>has reduced the number of electives courses</b> , especially those that are mainly interdisciplinary in nature, in order to focus the programme on the in-depth study of law. Furthermore, it should be noted that in the curriculum of the 4 <sup>th</sup> year there are in-depth courses (Special Topics in Private Law, Applications of Public Law, Applications of International & European Law, Applications of Civil Law & Civil Procedure, Applications of Criminal Law & Criminal Procedure) in which legal issues are studied in depth in order to further enhance the in-depth study of law. The course descriptions of the above courses are attached as <b>Annex 2</b> . The programme also offers the Placement course in which students are given the opportunity to apply their legal knowledge in practice and to develop legal skills that enhance their in-depth understanding and knowledge of law.	
Due to the currently low number of FTEs and the relatively low target number of the first cohort, the EEC would recommend having less electives to prevent competition among them	In response to the EEC's concern, with which we fully agree, we limited the number of elective courses from 20 to 15. Also, it is worth mentioning that the University has appointed a new faculty member: <ul style="list-style-type: none"> <li>• Professor Athanasios Pouliadis as senior Professor (TRF), of Private Law</li> <li>• Professor Nikitas Hatzimihail, Professor of Law at the University of Cyprus, as a Visiting Professor</li> <li>• Dr. Athina Moraiti as Assistant Professor of European Law. Ms. Moraiti with a decade of academic teaching experience and a solid publications record.</li> </ul> <i>(see below more details for the above members and the relative Annexes)</i>	
Instead, the EEC recommends considering the introduction of one-day (or half-day) masterclasses on timely topics such as AML, government procurement, or fintech and the law, where the institution could	In response to this valuable feedback and recommendation, from the EEC, <b>we incorporate topics</b> such as AML, government procurement, and fintech into our seminar and masterclass series, inviting experts and external stakeholders to share their insights. Furthermore, the University of Limassol regularly hosts seminars on these subjects,	

invite established experts (eg experienced legal practitioners from the Limassol Bar or other Cypriot or Greek Bar Associations) or academic researchers from other institutions	leveraging our institution's broad and market-oriented approach to benefit our law students. These initiatives ensure that students gain exposure to current legal developments and practical perspectives from both academia and industry.	
Generally, in view of the good reputation of the management programme of the institution, the EEC would recommend exposing law students to academic material relating to economics and business, which would most likely also be in line with local market needs.	We agree with this EEC recommendation which we readily adopt. Since the University offers programs in economics and business, LLB students will have access to materials related to economics and business through seminars and the library repository, both physical and electronic. In this way LLB students have contact with interdisciplinary subjects. Further, seminars by faculty members from all Schools and Departments, covering a wide range of disciplines, take place at the University, which students are encouraged and incentivized to attend.	
The EEC did not receive sufficient clarity as to how the programme ensures the gradual development of students' soft skills. Well-thought variation in the exam methods could address this point, coupled with a regular offering of training by the library and IT services	<p>Thank you for your comment. The University and the Department under accreditation places great emphasis on developing the soft skills of law students. Hence the University has decided to use, among others, various teaching activities like:</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Problems based solving</li> <li>• Group discussions and assignments</li> <li>• Role play</li> <li>• Debates/advocacy</li> <li>• Mock trials</li> <li>• Drafting pleadings</li> </ul> <p>The University also applies a Learner-Centered, Problem-Based Teaching &amp; Learning Model manual (see Annex 9).</p> <p>The objectives of the programme also include the provision of seminars by external specialists. Furthermore, are offered to the students the Placement course where they can develop their soft skills especially in understanding and applying the law, developing their oral and written language and communication skills.</p>	
The EEC recommends the adoption of the European Code of Conduct relating to academic integrity	Thank you for this suggestion. The University of Limassol is committed to upholding the principles of responsible research and research integrity, as outlined in the ALLEA European Code of Conduct for Research Integrity. This commitment is demonstrated both procedurally and institutionally	

	<p>At the procedural level, the UoL Research Center ensures that all proposal submissions for EU research grants include a formal declaration of compliance with the ALLEA Code of Conduct, made on behalf of the University.</p> <p>At the institutional level, the University is in the process of developing a comprehensive Research Policy, which incorporate dedicated provisions on research ethics and integrity, aligning with ALLEA principles. This policy is expected to be fully ratified by the University Senate by 2025, further reinforcing UoL's commitment to maintaining the highest standards of research conduct.</p> <p>The University also mandatorily implements the legislation and framework of the Cyprus National Bioethics Committee.</p>	
The course titled "Law of Free Competition" should be titled "Competition Law".	Thank you for this suggestion. The University adopted your suggestion ( <b>see Annex 10</b> ).	
The Trust Law module (Law - 440) is offered to both the Cypriot and Greek path. Nevertheless, this module is more appropriately aligned with Cypriot Law rather than Greek Law. The same may be applicable for other courses such as Intellectual Property Law, Consumer Law, Arbitration Law and Banking Law, although there may be a certain degree of commonalities between Greek and Cyprus Law.	<p>We thank the EEC for these comments. Regarding Trust Law, we acknowledge that this topic may not be as directly applicable to Greek law. However, we believe that an understanding of trust law, as it exists in common law systems, EU law, and international transactions, is essential for students interested in pursuing an international career or one with an international or transactional focus. Trusts are a key legal vehicle for transactions, estate planning, and tax structuring worldwide, making this knowledge highly relevant for law graduates seeking to engage with cross-border legal matters.</p> <p>Concerning the rest of the Committee's comments, we note that both the EU law and the internationally recognized standards are established both in common and civil law legal framework in areas such as Intellectual Property Law, Consumer Law, Arbitration, and Banking Law, making these subjects relevant for both Cypriot and Greek legal practitioners. Therefore, these courses are examined in the light of European law and how it is applied in Cyprus and Greece. We remain committed to delivering knowledge that is both relevant and useful to our students, ensuring they are well-equipped for the evolving legal landscape.</p>	

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Innovation appeared central to the programme although it was unclear what it consisted of, as the programme is new	<p>The University has attempted to design an innovative programme in law. To this end, the programme offers a research methods course (Introduction to Research Methods) in which students learn how to conduct quantitative and qualitative research (e.g. questionnaires, interviews). This course, which is not commonly offered in undergraduate law programmes, provides many benefits to the law student. Not only does it provide the necessary skills for future academic research, but it also gives them the skills to respond to a wide range of careers in both the private and public sectors. The programme also offers a course in Law and Artificial Intelligence, a modern and innovative course that is now essential for the lawyer of the future. Moreover, there are courses that combine interdisciplinarity, such as Forensic Psychology &amp; Psychiatry, as well as the Placement course, which is essential in helping students with their professional orientation as well as the practical application and development of their legal knowledge and skills.</p> <p>Finally, the University has signed Memorandums of Understanding with professional bodies (Cyprus Bar Association, Limassol Bar Association and Kerynia Bar Association) and law firms through which various synergies can be achieved and the industrial sector can contribute to the education of the law students.</p>	Choose level of compliance:
The panel suggested a range of other teaching and learning methods to be considered, e.g. groupwork, AI Chat GPT exercises particularly when staff got qualified	<p>Thank you very much for your suggestion which we find very useful. The University applies various teaching methods that focus on the active participation of the student. Some of them are:</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Problems based solving</li> <li>• Group discussions and assignments</li> <li>• Role play</li> <li>• Debates/advocacy</li> <li>• Mock trials</li> <li>• Drafting pleadings</li> </ul> <p>Furthermore, one method of teaching is the student debate with the AI Chat GPT and related exercises.</p> <p>Also, as AI literacy and its ethical and legal frameworks continue to evolve, the university is aware and has</p>	Choose level of compliance:

	taken a proactive role in guiding both students and teachers in understanding and using AI responsibly. To address this, the university has bought in the <u>GenAI Literacy Trainer Essentials</u> course in which one of our representative will participate and then he will provide the relevant training to the Instructors at the university	
The EEC found that the teaching methods, tools and material used in teaching appeared modern, effective, support the use of modern educational technologies and the programme focused upon immersive learning. There is a combination of formative and summative components, as noted earlier. However, it remains unclear how these will play out once the programme is launched. Variation, as mentioned, is important in the use of teaching, learning and assessment methods to allow for an overall rewarding learning experience	<p>Thank you for your comment. The University uses a variety of methods for examining and assessing students. Programme directors ensures that there is sufficient variation in the formative component of the grading. For this programme, in addition to the final examination, which usually accounts for 50% to 60% of the total grade, the methods used are mid-term examinations, (group or individual) assignments, oral presentations and class participation.</p> <p>In addition, we use a range of other assessment formats, including collaborative work, pro bono portfolio, legal case debates, a moot court where students take part in mock trials, and mooted competitions (debates about hypothetical legal cases). These assessments are designed to help develop writing, analytical, presentation, negotiation and legal research and legal argumentation skills that are essential to professional life and legal practice.</p> <p>Moreover, we have adopted a manual for Learner-Centred, Problem-Based Teaching &amp; Learning Model, which is a very important tool for the instructors (see <b>Annex 9</b>).</p> <p>Also, the program coordinator is responsible for maintaining a fair process when evaluating students. To this end, the program coordinator provides guidelines on how to assess students so that there is a common process and/or no major discrepancies in assessment methods between courses. Meetings are also organized every semester between the programme coordinator and the teaching staff where feedback on the course assessment process is given. Finally, each instructor informs the program coordinator at the beginning of each course of the student assessment methods to be followed in order to make any changes where major discrepancies in student assessment between courses are identified.</p>	Choose level of compliance:
The EEC found that assessment procedures appeared potentially	As it has mentioned above, the program coordinator is responsible for maintaining a fair process when	Choose level of compliance:

<p>to be consistent, although as yet were difficult to judge at this point in time. Assessment plans appeared overall focused upon partial coursework. As noted earlier, though, the EEC would consider it important to ensure that there is central coordination as far as concerns the different methods of assessment across semesters and courses</p>	<p>evaluating students. To this end, the program coordinator provides guidelines on how to assess students so that there is a common process and/or no major discrepancies in assessment methods between courses. Meetings are also organized every semester between the programme coordinator and the teaching staff where feedback on the course assessment process is given. Finally, each instructor informs the program coordinator at the beginning of each course of the student assessment methods to be followed in order to make any changes where major discrepancies in student assessment between courses are identified.</p>	
<p>The EEC found that a broader diversity of more contemporary teaching and learning practices (which is coordinated at the programme director level) could readily be inbuilt into the programme to engage better with the considered views of stakeholders but also more cutting-edge pedagogical practice</p>	<p>Thank you for your comment. The University uses a variety of methods for examining and assessing students. Programme directors ensures that there is sufficient variation in the formative component of the grading. For this programme, in addition to the final examination, which usually accounts for 50% to 60% of the total grade, the methods used are mid-term examinations, (group or individual) assignments, oral presentations and class participation. In addition, we use a range of other assessment formats, including collaborative work, pro bono portfolio, legal case debates, a moot court where students take part in mock trials, and mooting competitions (debates about hypothetical legal cases). These assessments are designed to help develop writing, analytical, presentation, negotiation and legal research and legal argumentation skills that are essential to professional life and legal practice. Moreover, we have adopted a manual for Learner-Centred, Problem-Based Teaching &amp; Learning Model, which is a very important tool for the instructors (see <b>Annex 9</b>).</p> <p>Also, the program coordinator is responsible for maintaining a fair process when evaluating students. To this end, the program coordinator provides guidelines on how to assess students so that there is a common process and/or no major discrepancies in assessment methods between courses. Meetings are also organised every semester between the programme coordinator and the teaching staff where feedback on the course assessment process is given. Finally, each instructor informs the program coordinator at the beginning of each course of the student assessment methods to be followed in order</p>	



	to make any changes where major discrepancies in student assessment between courses are identified.	
Although quality assurance committees were inbuilt into assessment practices, broader structural staffing issues, e.g. seniority 'gaps' in staffing, entailed that significant risks were present in assessment issues	<p>Thank you for your comments. The University recognizes the need for senior staff for quality assurance and evaluation purposes. To this end, the University <b>has recently recruited:</b></p> <ul style="list-style-type: none"> <li>• <b>Professor Athanasios Pouliadis as senior Professor (TRF), of Private Law. Professor Pouliadis with over 30 years of university teaching experience (see Annex 11),</b> will be model teaching two courses and twin-teaching with junior faculty another two courses, as well as training and mentoring the rest of the faculty members of the Department in effective teaching methods.</li> <li>• <b>Professor Nikitas Hatzimihail, Professor of Law at the University of Cyprus, as a Visiting Professor at UoL</b> with over 20 years of teaching experience (see <b>Annex 12</b>) to teach a course as well as help train and mentor junior TRF faculty and STF with limited teaching experience.</li> <li>• <b>Dr. Athina Moraiti as Assistant Professor of European Law.</b> Ms. Moraiti, with a decade of academic teaching experience and a solid publications record (see <b>Annex 15</b>) takes over the teaching of several courses from inexperienced STFs. Her recruitment will minimize the need for STFs as well as improve the gender balance in the Department</li> </ul> <p>Further, the University has procedures in place whereby both staff and curricula are evaluated by the Quality Assurance Committee and an Internal Quality Committee which operates in each School and Department. (see The University's Charter as <b>Annex 13</b>, p. 30). Although the University is a new organization with 2 years of life, it is in a process of growth where recruitment of academic staff, including senior faculty members, is ongoing.</p>	
Mentoring and peer review arrangements for staff, including so-called flying faculty within the percentage that is allowed by the Agency, were advised by the EEC in order to build essential	<p>The University thanks you for your recommendation. The University collaborates with visiting professors and emeritus professors. The University also organises seminars with external visiting professors. Moreover, the University has an Academic Advisory Board (AAB) of the University of Limassol.</p>	



<p>expertise. This would enhance quality assurance as to assessment but also would be essential for the younger staff as they aim to grow in their capacity as full-fledged academics.</p>	<p>(<a href="https://www.uol.ac.cy/en/academic-advisory-board/">https://www.uol.ac.cy/en/academic-advisory-board/</a>).</p> <p>The AAB of the University of Limassol, consists of distinguished academics external to the University. The AAB provides guidance on academic strategy and growth and advises on attaining and maintaining the highest standards of excellence and academic integrity. It operates as a sounding board for new ideas, and challenges and a source of fresh innovative approaches to research, teaching and learning. The Board has no decision-making authority; their role is purely advisory. The aim is to bring together a diversity of perspectives that can provide the broadest advice to the University, the Schools and the faculty, capitalising on the members' diverse expertise, experience and networks. A recent addition to the Board has been <b>Professor Sir Malcolm Evans</b>, Professor of Public International Law, whose presence can help both the Law Department and the Programme</p>	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC was taken aback by the lack of teaching experience of most faculty members, both full- and part-time. The EEC found that the staffing arrangements were composed of a very small cohort of junior and generally inexperienced academics and a limited number of special teaching faculty lacking doctoral or teaching qualifications and experience which posed a risk to their capacity to adequately deliver high-quality teaching and learning programmes at the bachelor level. While experience will be built up gradually for all and clearly there are advantages to having a young and dynamic faculty, missing teaching experience is likely to undermine the learning experience of the students. The EEC underscored the importance of ensuring that all staff members acquire the relevant teaching qualification, which is not only offered by the University but also by the relevant agency at the national level. Such external accreditation is important both for external credibility and internal empowerment. (Indeed, the EEC expects that STS and permanent staff will be more self-confident after being trained on developing further their teaching skills.). More generally, continuous training on teaching methods and techniques is crucial for the young academics of this institution, even if they are part-time.</p>	<p>The University recognizes that both TRF and STF members do not have enough teaching experience, although some members of the academic staff do have some teaching experience of a few years at university level.</p> <p>The University <b>has recently recruited Professor Athanasios Pouliadis</b>, Professor in Private Law, <b>who has over 30 years of university experience</b>. Professor Pouliades will mentor and train the rest of the faculty members of the Department in the teaching methods, especially through the <b>twining method within teaching teams</b>. The same contribution will provide by <b>Professor Nikitas Hatzimihail</b>, Professor of Law at the University of Cyprus, who appointed the University as a Visiting Professor. Further, the University <b>has recently recruited Assistance Professor Athina Moraiti</b> in the field of European Law (see <b>Annex 15</b>). Ms. Moraiti has a <b>decade of academic teaching experience</b> and a solid publications record.</p> <p>Also, to enhance the faculty's teaching experience the University has instituted specific procedures for the acquisition of teaching skills and experience.</p> <p><b>All new faculty members are required to complete a compulsory Moodle-based course titled "How to Teach, Engage &amp; Assess Students"</b>, which provides structured guidance on effective teaching and learning practices. This training is offered at multiple levels, tailored to the academic rank of the instructors, to ensure relevance and depth.</p> <p>You may be able to see the course below, by using the credentials on Moodle: Username: eec.test@stu.uol.ac.cy Password: Uol24!!@ Link to the course: <a href="https://moodle.uol.ac.cy/course/view.php?id=3633">https://moodle.uol.ac.cy/course/view.php?id=3633</a></p> <ul style="list-style-type: none"> <li>• <b>For entry-level instructors, an experienced faculty advisor—typically of higher academic rank—is assigned to provide ongoing support, pedagogical advice, and to collect feedback aimed at continuous improvement. This mentorship model ensures that</b></li> </ul>	<p>Choose level of compliance:</p>

	<p>junior faculty members receive the necessary guidance to enhance their teaching effectiveness early in their academic careers.</p> <ul style="list-style-type: none"> <li>As part of this mentoring process, <b>we have also introduced a <i>twinning</i> method within teaching teams</b>. This involves pairing a senior instructor with a junior colleague in a structured collaboration. The senior supports the junior through co-planning, occasional co-teaching, and reflective feedback sessions. This not only strengthens the teaching capacity of new staff but also fosters a collaborative academic culture rooted in shared learning and continuous professional development.</li> <li>In addition, we maintain a dedicated <b>Moodle page called the Instructor Resource Center</b>, which provides a wide array of academic materials, teaching guides, and tools for faculty use. This resource hub is currently being enhanced based on feedback collected by departmental representatives, to better align with the needs of instructors across all programmes. Link to the Instructor Resource Center: <a href="https://moodle.uol.ac.cy/course/view.php?id=3339">https://moodle.uol.ac.cy/course/view.php?id=3339</a></li> <li>The Distance Learning Unit also organises regular workshops and micro-trainings focused on teaching methodologies, digital pedagogy, assessment strategies, inclusive teaching practices, and student engagement techniques. These sessions are delivered in hybrid mode to ensure accessibility for both on-campus, part-time staff and distance learning teaching staff.</li> <li>Also, we have replaced a STF with a new teaching experienced STF (see <b>Annex 14</b>).</li> </ul> <p>We strongly agree with the EEC's view that continuous professional development is essential to empowering our staff and boosting their confidence. As such, we are committed to fostering a culture of ongoing learning and teaching excellence. In parallel, we are collaborating with Department Heads to incorporate teaching development goals into the annual performance and development reviews of academic staff.</p> <p>Ultimately, we see this feedback as an opportunity to reinforce our institutional commitment to high-quality education, ensuring that all students benefit from</p>	
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	engaging and effective teaching delivered by well-supported and continuously developing educators—whether on campus or online.	
There is no information on how many new resident faculty members that the Law Department would plan to recruit, in case it would be accredited. Similarly, there is no information on how many visiting academic faculty it envisages. As noted earlier, the EEC strongly recommends further hires at a more senior level in the short run, notably to cover areas of critical importance in legal education such as private and public law as well as civil and criminal procedure.	<p>Thank you for your comments. Following the EEC's recommendations, the the University <b>has recently recruited</b>:</p> <ul style="list-style-type: none"> <li>• <b>Professor Athanasios Pouliadis</b>, Professor in Private Law, <b>who has over 30 years of university experience (see Annex 11)</b>. As an experienced and senior Professor, Mr. Pouliadis will lead (chairman) the Department, supervise and ensure the quality procedures of the program, and mentor the rest of the department's academic staff. <b>This covers any gaps in senior staff.</b></li> <li>• Moreover, we have also <b>appointed Professor Nikitas Hatzimihail (see Annex 12)</b>, Professor of Law at the University of Cyprus, as a <b>Visiting Professor</b>, where his presence will ensure the quality of the programme and the development of the Department.</li> <li>• Further, the University <b>has recently recruited Assistance Professor Athina Moraiti</b> in the field of European Law (see <b>Annex 15</b>). Ms. Moraiti has a <b>decade of academic teaching experience</b> and a solid publications record.</li> </ul>	Choose level of compliance:
The EEC is of the view that the research time of young academics in particular will have to be safeguarded so that no overwhelming teaching obligations are imposed on any faculty member at any given time. In that regard, the Dean and the Chair of Department will have to make sure that the research time of 40% is respected.	<p>Thank you for your valuable comment. The University of Limassol has as its primary objective the promotion of research and has therefore created conditions that allow academic staff to have sufficient time for their research.</p> <p>In order to achieve this, <b>40% of the academic staff's time devoted to research is legally guaranteed by their employment contracts</b>. In addition, the University provides an annual sum of €5000 to academic staff for research purposes and participation in scientific conferences. It should also be noted that academic member who managing a grant has the possibility to reduce teaching hours for the needs of research. Both Dean of the School and Chair of the Department are responsible to make sure that the research time of 40% is respected.</p>	Choose level of compliance:
There is no information on the collaboration of resident faculty members with partners within and/or outside of the Law	Thank you for the comment. Dr. Kriton Dionysiou, RTF of the UoL is a founding member of the Institute of Politics and Democracy, a research-based think tank in Cyprus dedicated to producing high-quality research and	

<p>Department, in Cyprus or abroad. As noted earlier, Erasmus+ possibilities and short research or teaching stays in other academic institutions during non-teaching periods should be actively explored and supported by the institution's internal structures</p>	<p>contributing to effective policymaking. The Institute focuses on a broad range of issues, including governance, political affairs, and legal frameworks, with a strong emphasis on law and its role in shaping democratic institutions.</p> <p>Dr. Dimitrios Kourtis, TRF of UoL, participated in Research Projects and was an Academic Consultant of the Council of Europe and Hellenic Parliament (<b>see Annex 16</b>).</p> <p>Further, <b>the University has signed Memorandums of Understanding</b> with professional bodies such as the Cyprus Bar Association, the Limassol Bar Association and the Kyrenia Bar Association (see <b>Annex 17</b>), as well as with law firms. The Memorandums of Understanding provides for joint activities such as lectures, academic conferences, seminars, student visits, etc. In fact, academic staff of the University have already been keynote speakers at seminars organised by professional bodies such as the Limassol Bar Association. In addition, other seminars are already being planned by the academic staff of our University.</p> <p>The University participates in the Erasmus+ programme. Under this programme it has agreements with European Universities for the exchange of students and staff of the University. The University also has agreements for the exchange of students and staff with universities that are not part of the Erasmus+ programme (<b>Annex 5</b>). Furthermore, the University (ex CIIM) has been positively evaluated and has been awarded the "ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027" quality certificate (<b>Annex 6</b>). Finally, various students at the University and student from other Universities have used the Erasmus+ programme in order to visit the UoL (<b>Annex 7</b>).</p>	
<p>The EEC recommends that the Law Department makes the resort to external reviewers compulsory for the recruitment of permanent staff, and at least the assistant, associate and full professors</p>	<p>The University agrees with the EEC's comment, which it considers very important. The University already has a policy (<b>see Annex 18</b>) for the recruitment of permanent staff. This provides for a compulsory minimum of two external reviewers, who should be of a higher rank than that of the post to be filled. Also, it is worth to refer that all previous, current and future recruitments in the Law Department used external reviewers.</p>	
<p>The EEC thinks it desirable that the Law Department safeguards the 40% research time ceiling and ensures that the amount of</p>	<p>The University thanks you for your valuable comment. The University of Limassol has as its primary objective the promotion of research and has therefore created</p>	

<p>teaching of the resident faculty members does not exceed what is reasonable, given that the Law Department is also expecting them to do significant research, quantitatively as well as qualitatively, and to establish the university as a research institution.</p>	<p>conditions that allow academic staff to have sufficient time for their research.</p> <p>In order to achieve this, <b>40% of the academic staff's time devoted to research is legally guaranteed by their employment contracts</b>. In addition, the University provides an <b>annual sum of €5000 to academic staff</b> for research purposes and participation in scientific conferences. It should also be noted that the academic member managing the grant has the possibility to reduce teaching hours for the needs of research. Both Dean of the School and Chair of the Department are responsible for making sure that 40% of the research time is respected.</p>	
<p>The Law Department should ensure that all resident faculty members have a PhD degree in law and strive for better gender balance for permanent staff.</p>	<p>Thank you for your comment. The academic staff who teach core legal courses hold a PhD in law. However, courses that are not part of hard-core law and that focus more on interdisciplinary fields can be taught by faculty from the University who have expertise in the subject area of the course and who may not hold a PhD in law (e.g. Forensic Psychology &amp; Psychiatry course).</p> <p>Also, following the EEC's recommendation about the gender balance, the University <b>has recently recruited Assistance Professor Athina Moraiti (see Annex 15)</b> in the field of European Law Ms. Moraiti with a decade of academic teaching experience and a solid publications record. It is worth to mention that in previous recruitments for the Department of Law, the University offered an academic position to a woman, but she decided not to accept the appointment.</p> <p>Furthermore, the University follows a specific policy about gender balance. By implementing specific measures, the University <b>has already created</b> a more inclusive and balanced structure, benefiting both the institution and its academic community. See <b>Annex 19</b> the UoL Policy Document for Diversity, Equity, and Inclusion for 2022 – 2029.</p>	<p>B</p>
<p>The EEC strongly recommends that the Law Department recruit at least one Associate Professor in the short run (and also a Full Professor by the time the new campus is ready at the latest) to ensure there is sufficient experience and authority to lead and give the Law Department an international profile.</p>	<p>Thank you for your comments. Following the EEC's recommendations, the the University <b>has recently recruited</b>:</p> <ul style="list-style-type: none"> <li>• <b>Professor Athanasios Pouliadis</b>, Professor in Private Law, <b>who has over 30 years of university experience (see Annex 11)</b>. As an experienced and senior Professor, Mr. Pouliadis will lead the Department (chairman), supervise and ensure the quality procedures of the program, and mentor the</li> </ul>	



	<p>rest of the department's academic staff. <b>This covers any gaps in senior staff.</b></p> <ul style="list-style-type: none"> <li>Moreover, we have also <b>appointed Professor Nikitas Hatzimihail (see Annex 12)</b>, Professor of Law at the University of Cyprus, as a <b>Visiting Professor</b>, where his presence will ensure the quality of the programme and the development of the Department.</li> <li>Also, the University <b>has recently recruited Assistance Professor Athina Moraiti (see Annex 15)</b>, in the field of European Law with important academic teaching experience and significant publications.</li> </ul>	
An expeditious open access publication process should be seriously explored, potentially in collaboration with other academic institutions in Cyprus and Greece	<p>The University of Limassol Library is actively committed to promoting Open Access initiatives. Currently, we participate in two transformative agreements through the Cyprus library consortium, ensuring access to <b>Sage</b> and <b>Taylor &amp; Francis</b> databases. These agreements enable our researchers to publish their work in Open Access journals without additional costs, making scholarly outputs widely accessible. As the demand for Open Access resources increases, we are continuously exploring new partnerships and are currently negotiating a potential agreement with <b>Springer</b>. Once new agreements are finalized, the library promptly informs academic staff and students, ensuring they have access to the latest Open Access opportunities. Additionally, we provide guidance on Open Access publishing, institutional repositories, and compliance with funders' mandates regarding Open Access requirements.</p>	
The EEC was taken aback by the number of elective courses. When no more than 25-30 students are enrolled in the Law Programme, offering twenty elective courses does not make sense. This could be set as an ideal for the future, when the number of enrolled students is significantly higher. In the meantime, it would seem preferable that the Law Department spent much of these resources on other things. What could also make electives viable is to offer them only when more	<p>Thank you for the comment. The University, taking into account a similar comment from EEC regarding the number of elective courses, has reduced the list of electives to 15 so that there can be the necessary number of students to take them. A list of elective courses is attached as <b>Annex 1</b>. The students will also be able to choose only the elective course offered in the current semester and not generally any elective course offered in the programme. This way a class of 10-15 students can be formed for each semester that a particular elective is offered.</p>	



than 10-15 students have registered for the course.		
The Law Department could think of establishing further incitement that encourages increased research and a higher number of publications in high-ranking publication fora. This could include small writing grants for participation in calls for papers, for instance	<p>We appreciate the EEC's constructive suggestion regarding the encouragement of increased research output and publications. In this regard, we would like to note that the Law Department maintains a close and active collaboration with the university's Research Center, which plays a pivotal role in supporting our academic staff in identifying suitable calls for papers, preparing research proposals, and navigating application processes for funding. Additionally, the Research Center facilitates connections with broader academic networks and international partners, creating opportunities for joint projects and co-authorships that enhance both the visibility and quality of our research. This ongoing partnership serves as a key driver of research activity within the department, complementing our internal efforts to foster a strong and vibrant research culture.</p> <p>In addition, the University provides each faculty member with €5,000 per year to attend scientific conferences and to purchase equipment for research purposes. Also, the employment contracts of faculty members stipulate that substantial amounts (1,000-2,500 euro) will be paid as a bonus for publications in high-ranking scientific journals, beyond contractual research obligations (see also the Policy statement on Faculty Research as <b>Annex 20</b>).</p>	
The Law Department should ensure that there are resources and available staff to replace resident faculty members in case they obtain a research grant or a research bonus that allow them to buy out of some teaching	The University has a policy whereby in the event that an academic member obtains a research grant or a research bonus that allows them to buy out some teaching and their teaching hours are replaced by Special Teaching Staff (STF) for whom a roster of candidates is maintained. For longer-term needs additional TRFs are recruited.	

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The programme has well-defined admission criteria, although the EEC considered the eligibility criterion of 15/20 in Apolytirion to be relatively low compared to comparable programmes, not only in Greece but also in Cyprus.	Thank you for this valuable feedback. The University agrees with this and as a result we raised this admission criterion from 15/20 to 16/20 in Apolytirion to be comparable with similar programmes in Cyprus and Greece.	Choose level of compliance:
As the programme is new, the institution would need to ensure that accessible communication channels are established between professors and students, ensuring that staff supports students as they progress through their studies	<p>This comment is very important, and we thank the EEC. To address this the University <b>use diversity tools</b> and methods for the accessible communication channels between faculty members and students.</p> <ul style="list-style-type: none"> <li>The UoL uses <b>the agency of a student ambassador</b>, who is the official representative between students and professors providing students feedback to the Department.</li> <li><b>Office hours between professor and student</b> (2 hours per week)</li> <li>In the Department's meeting the <b>feedback of the student ambassador</b> is on the agenda.</li> </ul> <p>The University of Limassol has established a comprehensive and proactive support framework to ensure that all students receive the necessary academic and administrative assistance throughout their studies. From the outset, students have access to a <b>Student Help Center Page</b>, which provides essential resources, including step-by-step guides, frequently asked questions, and practical tips to support their academic journey.</p> <p>To facilitate effective communication between students and instructors, multiple channels are available. <b>MS Teams channels</b> enable seamless interaction, allowing students to engage with their instructors as needed. Additionally, the <b>Moodle messaging system</b> is accessible throughout the academic journey, ensuring students can communicate with their instructors, who are required to respond within 48 hours. We also utilise Microsoft <b>Outlook for email</b> communication, providing an official and structured means for students and instructors to exchange information. Instructors can share important announcements via <b>Moodle</b>, the <b>Admin ERP system</b>, and</p>	Choose level of compliance:

	<p>Microsoft Outlook, ensuring students receive timely updates related to their courses and university matters.</p> <p>In addition to instructor support, the university has <b>Student Support Officers</b>, who play a key role in resolving student issues and acting as representatives of students within UoL. These officers provide guidance, address concerns, and ensure that students receive the necessary support to navigate their academic experience effectively. Furthermore, a <b>ticketing system</b> is in place, allowing students to submit requests, which are automatically assigned to the relevant department based on the selected topic and key keywords. This ensures efficient resolution of academic and administrative queries. To provide additional academic support, each instructor holds two fixed office hours per week, offering students the opportunity for direct engagement and personalised assistance. Additionally, student engagement is closely monitored, with proactive outreach conducted to support those who may require further academic or administrative assistance. Through this structured support system, the University of Limassol ensures that students receive the necessary guidance and resources to enhance their learning experience and overall academic success.</p>	
The EEC considered the 15/20 in Apolytirion as a potentially low bar which may not reflect common practice and thus jeopardize the quality of the intake.	<p>Thank you for this valuable feedback. The University agrees with this and as a result we raised this admission criterion from 15/20 to <b>16/20</b> in Apolytirion to be comparable with similar programmes in Cyprus and Greece.</p> <p><a href="#">Click or tap here to enter text.</a></p>	Choose level of compliance:
It was important that progressing students were provided with adequate elective choices but that also this was underpinned by appropriate staffing	As previously mentioned, the program provides 15 elective courses for students supported by competent academic and teaching staff. The students will also be able to choose only the elective course offered in the current semester and not generally any elective course offered in the programme. This way a class of 10-15 students can be formed for each semester that a particular elective is offered	Choose level of compliance:
As noted earlier, interdisciplinary courses, not only in psychology but also in economics, drawing from other departments, should be encouraged but only if attendance is sustainable.	<p>As previously mentioned, the program provides 15 elective courses for students supported by competent academic and teaching staff.</p> <p>Also, we have reduced the number of interdisciplinary courses while retaining some that are directly related to the law program, and which can broaden students' soft skills.</p> <p>Seminars by faculty members from all Schools and Departments, covering a wide range of disciplines, take</p>	Choose level of compliance:

	place at the University, which students are encouraged and incentivized to attend.	
Enabling international students to transition to the UoL could be enhanced and or strengthened through the provision of English language modules or potentially masterclasses in every year of study.	The University found your suggestion very useful. To address this the University, offer <b>English Induction course</b> for every academic year. Also, especially for the LLB programme, a compulsory <b>Course English Legal Terminology</b> is offered, and the teaching language will be in English. Furthermore, we are offering masterclasses in English in every year of study.	

## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC noted, however, that the institution's library at the premises it visited is very small and many books are outdated. We assume that the Nicosia campus does not remedy that, notably with respect to legal books. The library does not maintain any book titles that correspond to the necessities of the LLB curriculum under evaluation, bar one text. The EEC understands that an acquisition wave is coming. However, it is important that all required teaching material is available to the students when the programme is launched.</p>	<p>Thank you for your comment. The University Library is constantly developing and expanding its collection: the library budget has more than <b>doubled</b> for <b>2024-2025 academic year, reaching €248,560, compared to €93,200.22</b> in 2023-2024 to meet the university's increasing needs. Moreover, being members of the <b>Cyprus Library Consortium</b>, which includes all universities in the country (University of Cyprus, Cyprus University of Technology, European University, University of Nicosia, Frederick University, and Neapolis University Paphos), the University of Limassol Library is actively engaged in interlibrary loan agreements with all major academic institutions in Cyprus.</p> <p>For both new and existing programs, we are continuously acquiring new books and materials, to meet the educational needs of our students with high-quality instructional materials, data sources and new publications.</p> <p>For the LLB program we <b>have already ordered a number of new and updated books and also, we have a sufficient number of law books in order to support the starting needs of the new program</b> (see <b>Annex 21</b>, a list of related books). We expect all the required teaching material to be available to the students well before the programme is launched.</p> <p>Moreover, with the expansion of the University's premises with one more building in the short run and the new campus under development also allows library space and material will be expanded hugely.</p>	<p>Choose level of compliance:</p>
<p>The library can accommodate students' and staff's requests for additional material when needed through interlibrary loans. However, in view of the limited online database (HeinOnline appears to be the only important one, but other important ones such as WestLaw, LexisNexis or Jstor are not available), it appears that availability of</p>	<p>Thank you for your feedback. In response to your recommendations</p> <p>As mentioned above, the library budget has more than doubled for <b>2024-2025 academic year, reaching €248,560, compared to €93,200.22</b> in 2023-2024 to meet the university's increasing needs.</p> <p>Across all university locations, the total library collection consists of 5,000 books. The library at the Nicosia campus alone holds a collection of <b>3,500</b></p>	<p>Choose level of compliance:</p>

<p>relevant academic resources for both students and staff are sub-optimal. The EEC came to realise that the budget would need to be significantly increased if such lacunae were to be addressed with the launch of the new LLB programme. It is also important that the institution explores the possibility of pooling resources with other academic institutions to gain access to all major publishers in Greece and preferably in Europe as well.</p>	<p><b>books</b>, covering a broad range of academic disciplines, including business, law, engineering, health sciences, and humanities.</p> <p>The Library of the University of Limassol provides students with full access to a wide range of academic resources and databases that support their research and studies. Available databases include <b>EBSCOhost</b>, <b>ProQuest Central</b>, <b>IEEE Xplore</b>, <b>SAGE</b> (with 1093 academic journals), <b>Taylor &amp; Francis</b> (with 2013 academic journals), <b>ISOKRATIS</b> (a database for Greek law), <b>CyLaw</b> (legal information for Cyprus), as well as law databases such as <b>HeinOnline</b> and <b>LexisNexis</b> (which recently added in the Library database following the recommendations of the EEC).</p> <p>As the university continues to grow, the library keeps expanding its collection to support new academic programs and research needs. For every new program introduced at the university, an in-depth review is conducted in collaboration with faculty members to identify essential titles for acquisition. This process includes updating existing editions, purchasing new books, and ensuring that students have access to the most relevant and up-to-date materials. In addition, we actively seek feedback from faculty and students regarding required books and supplementary reading materials to further enrich our collection.</p>	
<p>The IT infrastructure and support appears to be adequate to support the study programme. However, in view of the ambitious targets regarding student numbers in the next 4 years and taking into account that the new campus will not be ready before 2029-30, it is crucial that the situation is monitored and adjusted when needed</p>	<p>We thank the Committee for their constructive feedback regarding the current IT infrastructure and support. We would like to highlight that, alongside our internal IT team, we collaborate with Business Revolutions LTD, <b>an external partner</b>, to ensure that we have sufficient capacity and technical expertise to respond effectively to the University's operational demands. This partnership enables us to remain agile and responsive, particularly as we anticipate future growth. In parallel, our internal IT team is being gradually strengthened to meet the evolving needs of the University. We remain committed to monitoring the situation closely and making any necessary adjustments to ensure continued reliability and quality of service, particularly in light of the ambitious student growth targets and the new campus timeline. Furthermore, in relation to our LMS (Moodle), we work closely with colleagues from the Distance Learning Unit, adopting a co-design approach that ensures continuous improvement of</p>	<p>Choose level of compliance:</p>



	<p>the technical infrastructure. We also maintain a strong collaboration with WideServices, an external provider responsible for hosting the LMS and supporting enhancements to the student learning experience. This co-design approach, applied across both infrastructure and support, reflects our proactive and integrated strategy. It is working effectively so far and remains central to how we manage and evolve our systems to meet future demands. In relation to the number of students we have decided to limit this to a sufficient number based on the current facilities.</p>	
<p>There are formative assignments planned across all modules. This would require intensive tutoring by academic staff, again raising concerns to the EEC about the low number of FTEs at the senior level.</p>	<p>Thank you for your comment.</p> <ul style="list-style-type: none"> <li>• Following the EEC's recommendations, the the University <b>has recently recruited Professor Athanasios Pouliadis</b>, Professor in Private Law, <b>who has over 30 years of university experience (see Annex 11)</b>. As an experienced and senior Professor, Mr. Pouliadis will lead the Department (chairman), supervise and ensure the quality procedures of the program, and mentor the rest of the department's academic staff. <b>This covers any gaps in senior staff.</b></li> <li>• Moreover, we have also <b>appointed Professor Nikitas Hatzimihail</b>, Professor of Law at the University of Cyprus (<b>Annex 12</b>), as a <b>Visiting Professor</b>, where his presence will ensure the quality of the programme and the development of the Department.</li> <li>• Also, the University <b>has recently recruited Assistance Professor Athina Moraiti (see Annex 15)</b>. <b>Ms. Moraiti with a decade of academic teaching experience and</b> a solid publications record, takes over the teaching of several courses from inexperienced STFs. Her recruitment will minimize the need for STFs as well as improve the gender balance in the Department</li> <li>• The Distance Learning Unit also organises regular workshops and micro-trainings focused on teaching methodologies, digital pedagogy, assessment strategies, inclusive teaching practices, and student engagement techniques. These sessions are delivered in hybrid mode to ensure accessibility for both on-campus, part-time staff and distance learning teaching staff.</li> </ul>	



	<ul style="list-style-type: none"> <li>In addition, we maintain a dedicated Moodle page called the <i>Instructor Resource Center</i>, which provides a wide array of academic materials, teaching guides, and tools for faculty use. This resource hub is currently being enhanced based on feedback collected by departmental representatives, to better align with the needs of instructors across all programmes.</li> </ul>	
<p>There seems to be an emphasis on AI as a teaching tool, but its incorporation as such for the purposes of the course under evaluation were not spelled out sufficiently during the site visit. Other than the use of AI, no other mention was made as to the term "innovative teaching methods".</p>	<p>Thank you for the feedback. The University applies various teaching methods that focus on the active participation of the student. Some of them are:</p> <ul style="list-style-type: none"> <li>Case studies</li> <li>Problems based solving</li> <li>Group discussions and assignments</li> <li>Role play</li> <li>Debates/advocacy</li> <li>Mock trials</li> <li>Drafting pleadings</li> </ul> <p>In addition, we use Moodle and through it students can:</p> <ul style="list-style-type: none"> <li>engage in several interactive activities such as:</li> <li>Forum discussion</li> <li>Self quizzes</li> <li>Discussion on videos</li> <li>And other activities provided by H5P feature</li> </ul> <p>Furthermore, one method of teaching is the student debate with Generative AI and related exercises.</p> <p>Also, as AI literacy and its ethical and legal frameworks continue to evolve, the university is aware and has taken a proactive role in guiding both students and teachers in understanding and using AI responsibly. To address this, the university has bought in the <u>GenAI Literacy Trainer Essentials</u> course in which one of our representative will participate and then he will provide the relevant training to the Instructors at the university.</p> <p>At this point we should mention that the University is in the process of creating a website for academic staff "AI in Higher Education"</p>	
<p>The approach of teaching law alongside courses such as psychology and police science</p>	<p>We thank the EEC for their feedback regarding the interdisciplinary component. The inclusion of courses such as psychology and police science were intended</p>	

<p>was presented as an “innovative teaching approach” and as an “interdisciplinary approach”. Although the EEC pressed for specific responses regarding potential learning outcomes or modes of teaching approaches, not enough information was conveyed to allow the evaluation of such an approach.</p>	<p>to enhance, the depth of legal education by providing students with essential contextual knowledge and skills that are increasingly relevant in contemporary legal practice. We recognize that further clarification was needed and have reduced the number of non - core modules alongside with the adjustment on the program materials to explicitly outline the interdisciplinary learning outcomes, the teaching methods employed (such as case-based learning, joint seminars, workshops), and the ways in which these elements integrate with and reinforce the legal curriculum. Our aim is to produce well-rounded graduates who possess both a deep understanding of law and the contextual awareness necessary for its effective application.</p>	
<p>Nevertheless, it has to be noted that there are 4 pillars in each of the classrooms that we visited, that may obstruct the viewing of the lectures, depending on the sitting arrangement of course. As a consequence, a potential increase of student intake may not be satisfied by the current classroom layout.</p>	<p>The University understands the EEC's comment. Each classroom has a capacity of about 100 students. In the classrooms there is <b>all the necessary equipment, a large monitor</b>. Also, in addition to the main large monitor, <b>there are additional monitors in the side areas of the classrooms</b> so that the four pillars in the classrooms do not create any problem for teaching. In relation to the number of students we have decided to limit this to a sufficient number based on the current facilities.</p> <p>Also, the Government has approved the construction of our new campus in Limassol, so we anticipate significant changes and advancements in the next few years, regarding the physical infrastructure of our university. It's also important to mention that the University is on the final stage to locate a third building in Limassol (<b>4 in total</b>), while we are on the process of obtaining the master plan planning permit for our Campus in Palodia (see <b>Annex 8</b>).</p>	
<p>The EEC found that there was an interest to provide adequate and readily accessible teaching and learning resources to support the achievement of objectives in the study programme, but that this was not evident from the library visit or student panel who complained of inadequate online resources</p>	<p>All the library's databases, such as <b>EBSCOhost, ProQuest Central, IEEE Xplore, SAGE</b> (with 1093 academic journals), <b>Taylor &amp; Francis</b> (with 2013 academic journals), <b>ISOKRATIS</b> (a database for Greek law), <b>CyLaw</b> (legal information for Cyprus), as well as law databases like <b>HeinOnline</b> and <b>LexisNexis</b>, are fully accessible through the Moodle platform, allowing students to quickly and easily access a wealth of material. Additionally, the library regularly organizes seminars for students, covering topics such as effective use of academic resources, citation, and academic writing, so that students can make the most of the available sources.</p>	<p>Choose level of compliance:</p>

	The library regularly informs students through Moodle about new book purchases, new databases, and any other updates made to its resources. As a new university, the management of academic resources is dynamic, and we continuously assess the need for upgrades and expansion of materials, ensuring that the academic needs of students and faculty are fully met. Through these efforts, the library is constantly evolving, adapting to the needs of the academic community, and enhancing access to essential learning resources.	
The EEC found that resources were intended to be fit for purpose but had also not been built or adjusted to accommodate the new programme specifically. However, the situation is expected to greatly improve when the new campus is ready	<p>Thank you for your comment. The University puts particular emphasis on expanding and upgrading its physical and other resources. The Government has approved the construction of our new campus in Limassol, so we anticipate significant changes and advancements in the next few years, regarding the physical infrastructure of our university. Until then, we are planning to make significant changes on our current campuses, so we can promote a more student friendly environment that will be accessible to all. To achieve this, we have invited our students to share with us their thoughts and ideas on how to improve the current campuses. It's also important to mention that the University is on the final stage to locate a third building in Limassol (<b>4 in total</b>), while we are on the process of obtaining the master plan planning permit for our Campus in Palodia (see <b>Annex 8</b>).</p> <p>Also, the University increased the budget for the intellectual resources in order to address the need of new programme.</p>	Choose level of compliance:
However, again in view of the ambitious goals, more staff may be needed to enhance the infrastructure that supports students	Thank you for your helpful comment. As a new university, it is constantly expanding its administrative staff. There has been a new recruitment for the post of Manager of Academic Affairs, there is also an administrator in each School and the University is planning to recruit an administrator for each department. Further, the University provides an administrative staff as a student welfare officer.	
In the new premises, a significant number of residences will be available for students, although it was unclear how many of them will be earmarked for students.	<p>The new premises provide approximately 700 student accommodation places.</p> <p>Also, Until the first phase of the new purpose-built campus in Palodia is ready, the Admissions Office is working closely with the Accommodation Office to</p>	

<p>Due to the considerable cost of living in Limassol, it would be important that the institution's support services gradually intensify their support for finding housing if the number of students grows considerably.</p>	<p>assist students in finding affordable housing options in Limassol.</p> <p>In the meantime, we have announced the <b>UoL Student Halls</b> – coming on September 2025, which can help meet student accommodation needs. You can find more details here: <a href="#">UoL Accommodation</a>. Additionally, we have partnered with other accommodation providers, including <b>Student Hall in Limassol city center</b>, offering various room options such as <b>Standard Room, Standard Plus Room, and Premium Room. (see Annex 22)</b>.</p> <p>For those that are not interested in shared accommodation, and they prefer flats/apartments we can help them as well. In the attached flyer we mention their options and indicative prices.</p>	
<p>The institution collaborates with other libraries but these can be improved in both Cyprus and Greece to allow for pooling of resources.</p>	<p>Thank you for your feedback. The University of Limassol Library is actively engaged in interlibrary loan agreements with all major academic institutions in Cyprus. These collaborations allow our students and faculty members to borrow physical materials from other university libraries and access their reading facilities. Our partners include:</p> <ul style="list-style-type: none"> <li>• University of Cyprus</li> <li>• Cyprus University of Technology</li> <li>• European University</li> <li>• University of Nicosia</li> <li>• Frederick University</li> <li>• Neapolis University Pafos</li> </ul> <p>Beyond interlibrary loans, we are exploring opportunities for international collaborations that could provide access to a broader range of academic resources. Strengthening these partnerships remains a priority, ensuring that our students and faculty benefit from the best available academic support.</p>	
<p>More variety in exam methods, including group work would be beneficial for students, as noted above.</p>	<p>Thank you for your comment. The University uses a variety of methods for examining and assessing students. Programme directors ensures that there is sufficient variation in the formative component of the grading. For this programme, in addition to the final examination, which usually accounts for 50% to 60% of the total grade, the methods used are mid-term examinations, (group or individual) assignments, oral presentations and class participation.</p> <p>In addition, we use a range of other assessment formats, including collaborative work, pro bono portfolio, legal case debates, a moot court where students take part in mock trials, and mooting</p>	

	competitions (debates about hypothetical legal cases). These assessments are designed to help develop writing, analytical, presentation, negotiation and legal research and legal argumentation skills that are essential to professional life and legal practice.	
The library had very few copies of the textbooks used as course literature, often only one. With more than 25-30 students, it is advisable that more copies be made available for students.	<p>Thank you very much for your advice. For both new and existing programs, we are continuously acquiring new books and materials, with the goal of enriching our collections and meeting the educational needs of our students. As a new university, we invest in every possible opportunity to strengthen our libraries and ensure that our students have access to modern and high-quality instructional materials.</p> <p>For the LLB programme we have secured a large number of books as well as a sufficient number of copies for the needs of the students (see <b>Annex 21</b>).</p> <p>Additionally, through our interlibrary loan collaboration with other universities in Cyprus (University of Cyprus, Cyprus University of Technology, European University, University of Nicosia, Frederick University, and Neapolis University Pafos), our students have the opportunity to borrow materials from other libraries, ensuring access to a wide range of educational resources for their studies.</p>	
The EEC got the impression that the availability of electronic resources (e-books, electronic prescriptions of journals, and so forth) is insufficient and has to be remedied.	<p>The Library of the University of Limassol provides students with full access to a wide range of academic resources and databases that support their research and studies. Available databases include <b>EBSCOhost</b>, <b>ProQuest Central</b>, <b>IEEE Xplore</b>, <b>SAGE</b> (with 1093 academic journals), <b>Taylor &amp; Francis</b> (with 2013 academic journals), <b>ISOKRATIS</b> (a database for Greek law), <b>CyLaw</b> (legal information for Cyprus), as well as law databases such as <b>HeinOnline</b> and <b>LexisNexis</b>.</p> <p>To ensure that our students are always informed about new databases and the features they offer, the library organizes regular updates via email, providing information about new additions and useful resources. Additionally, we hold <b>seminars and workshops</b> that focus on the various databases, helping students familiarize themselves with the platforms and develop their research skills.</p> <p>Moreover, we offer <b>individual meetings</b> for students who need personalized guidance and support in using the library's tools. The library also collaborates with faculty to integrate these resources into</p>	



	academic processes, ensuring that students have full access and support for their academic progress. Through these actions, we aim to ensure that our students are always informed and prepared to fully utilize the library's resources in their research.	
The physical infrastructure of the institution was clearly either not yet built or not yet ripe for consideration and was operating in less-than-optimal conditions. The EEC understood that this will be remedied when the new campus is ready. Currently, the expected number of students is 25-30. The new campus will be ready for use in 2029 or possibly 2030. If, in the meantime, the number of students enrolled in the law programme increases significantly, as projected by the institution, the current premises (classroom and library space) will not be sufficient.	The University understands the EEC's comment. As stated above each classroom has a capacity of about 100 students with all the necessary equipment. Moreover, the <b>Government has approved the construction of our new campus in Limassol</b> , so we anticipate significant changes and advancements in the next few years, regarding the physical infrastructure of our university. Until then, we are planning to make significant changes on our current campuses, so we can create a more student-friendly environment that will be accessible to all. It's also important to mention that the University is on the final stage of leasing a third building in Limassol ( <b>4 in total</b> ), while we are on the process of obtaining the master plan planning permit for our Campus in Palodia ( <b>see Annex 8</b> ). The third building will provide more spaces for classrooms and for a bigger library. In relation to the number of students we have decided to limit this to a sufficient number based on the current facilities.	
The EEC found inadequate library resources and inadequate digital resources on the basis of its viewings and meetings with students (e.g. complaints as to inability to access materials on lists and access procured through non institutional means). Clearly, more investment is needed and therefore more funds have to be allocated to remedy the situation ahead of the programme launch.	<p>Thank you for your feedback. The library's budget for the <b>2024-2025</b> academic year is <b>€248,560</b>, highlighting the University of Limassol's commitment to enhancing its resources and supporting the academic community. Compared to the 2023-2024 budget of <b>€93,200.22</b>, this reflects a significant near-threefold increase, demonstrating the university's growth as a new institution and the continued need to strengthen the library's resources.</p> <p>Also, the University of Limassol Library currently subscribes to three major databases: <b>EBSCO Host</b>, <b>ProQuest Central</b>, and <b>IEEE Xplore</b>. As part of our ongoing efforts to improve library resources, we have expanded our offerings to include new databases such as <b>Sage</b>, <b>Taylor &amp; Francis</b>, and Greek legal databases like <b>ISOKRATIS</b> and <b>CyLaw</b> (Cyprus Legal Information Source). Furthermore, global databases such as <b>HeinOnline</b> and <b>LexisNexis</b> have been added, with access to <b>LexisNexis</b> available to academic staff and students starting in September 2025. Furthermore, about the open access we participate in two agreements through the Cyprus library</p>	

	<p>consortium, ensuring access to <b>Sage</b> and <b>Taylor &amp; Francis</b> databases.</p> <p>The University, following the recommendations of the EEC, has already invested in the development of the library resources in order to be ready for the launch of the program. It has enriched the library with new law books, it has also expanded its databases by offering 4 platforms in legal data (<b>ISOKRATIS, CyLaw, HeinOnline and LexisNexis</b>). There is also access to eBooks and related materials from other databases available at the university (<b>EBSCO Host, ProQuest Central, and IEEE Xplore</b>).</p> <p>Moreover, the University is in the procedure for purchasing more library databases for all the offering and new programmes, such <b>Springer</b> etc.</p>	
As a young institution, it is important that the staff covering collaborations via Erasmus or otherwise are experienced and entrepreneurial	<p>The University participates in the Erasmus+ programme. Under this programme it has agreements with European Universities for the exchange of students and staff of the University. The University also has agreements for the exchange of students and staff with universities that are not part of the Erasmus+ programme (<b>Annex 5</b>). Furthermore, the University (ex CIIM) has been positively evaluated and has been awarded the "ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027" quality certificate (<b>Annex 6</b>). Finally, various students at the University and student from other Universities have used the Erasmus+ programme in order to visit the UoL (<b>Annex 7</b>).</p>	



## 6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
At the same time, several 'birth defects' identified in this report will have to be addressed, ranging from staffing and hires of senior academics to increasing resources for students and staff to ensuring a continuous balance between research and teaching time throughout the academic year.	<p>The University thanks EEC for their valuable and important comments. It finds their feedback very useful and, as a new University and a new Law Department, it is an important guide for improvement.</p> <p>Following the EEC's recommendations, the University <b>has recruited</b>:</p> <ul style="list-style-type: none"> <li>• <b>Professor Athanasios Pouliadis</b>, Professor in Private Law, <b>who has over 30 years of university experience (see Annex 11)</b>. As an experienced and senior Professor, Mr. Pouliadis will lead the Department (chairman), supervise and ensure the quality procedures of the program, and mentor the rest of the department's academic staff. This covers any gaps in senior staff.</li> <li>• Moreover, we have also <b>appointed Professor Nikitas Hatzimihail</b>, Professor of Law at the University of Cyprus (<b>Annex 12</b>), as a <b>Visiting Professor</b>, where his presence will ensure the quality of the programme and the development of the Department.</li> <li>• Also, the University <b>has recently recruited Assistance Professor Athina Moraiti (see Annex 15)</b> in the field of European Law with a <b>decade of academic teaching experience</b> and a solid publications record takes over the teaching of several courses from inexperienced STFs. Her recruitment will minimize the need for STFs as well as improve the gender balance in the Department.</li> </ul> <p>It's also important to mention that the University is on the final stage to locate a third building in Limassol (<b>4 in total</b>), while we are on the process of obtaining the master plan planning permit for our Campus in Palodia (see <b>Annex 8</b>).</p> <p>Furthermore, the University increased the budget for the intellectual resources in order to address the need of new programmes, such as more electronical resources, open access, books and e-</p>	Choose level of compliance:

	<p>books as well. As mentioned above, the library's budget for the 2024-2025 academic year is <b>€248,560</b>, highlighting the University of Limassol's commitment to enhancing its resources and supporting the academic community. the University of Limassol Library currently subscribes to three major databases: <b>EBSCO Host, ProQuest Central, and IEEE Xplore</b>. As part of our ongoing efforts to improve library resources, we have expanded our offerings to include new databases such as <b>Sage, Taylor &amp; Francis</b>, and Greek legal databases like <b>ISOKRATIS</b> and <b>CyLaw</b> (Cyprus Legal Information Source). Furthermore, global databases such as <b>HeinOnline</b> and <b>LexisNexis</b> have been added, with access to <b>LexisNexis</b> available to academic staff and students starting in September 2025. Furthermore, about the open access we participate in two agreements through the Cyprus library consortium, ensuring access to <b>Sage</b> and <b>Taylor &amp; Francis</b> databases.</p> <p>Further, the University of Limassol has as its primary objective the promotion of research and has therefore created conditions that allow academic staff to have sufficient time for their research. In order to achieve this, <b>40% of the academic staff's time devoted to research is legally guaranteed by their employment contracts</b>. In addition, the University provides an <b>annual sum of €5000 to academic staff</b> for research purposes and participation in scientific conferences. It should also be noted that the academic member managing the grant has the possibility to reduce teaching hours for the needs of research.</p> <p>Both Dean of the School and Chair of the Department are responsible for making sure that 40% of the research time is respected</p>	
On the whole, the EEC recommends that the programme be accredited provided that the important points of concern we raised are <b>addressed in the short run</b> , in view of the institution's objective <b>to launch the programme in the coming academic year</b>	<p>The University thanks EEC for its positive recommendation to approve the program. The University has taken the EEC's suggestions and recommendations very seriously and has already taken immediate actions to implement the EEC's recommendations in the short run in order to launch the programme in the coming academic year.</p> <p>We are also grateful for the feedback provided by EEC member Mr Lambrianides on behalf of the Cyprus Bar Association. We note his report (Regulated Professions Representative Form) that</p>	Choose level of compliance:

	<p>the programme <b>provides all the necessary courses to enable its graduates to be admitted to the Cyprus Bar Association.</b></p> <p>Finally, the University, as mentioned above, <b>having adopted and already implemented all the EEC recommendations</b>, stands ready to launch the program with success in October 2025 provided it is accredited by CYQAA.</p>	
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### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Prof. Theodore Panayotou</b>	Rector	
<b>Prof. Doron Sonsino</b>	Dean of the School of Social Sciences and Humanities	
<b>Dr Dimitrios Kourtis</b>	Programme Director of the LLB	
<b>Dr Kriton Dionysiou</b>	Programme Co-Director of the LLB	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

**Date:** 17.04.2025



