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External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**

University of Cyprus

- **Town:** Nicosia

- **Faculty:** Faculty of Social Sciences and Education

- **Department:** Department of Law

- **Programme(s) of study**

Programme 1 – Law degree (LLB)

In Greek:

Πτυχίο Νομικής

In English:

Law degree

Language(s) of instruction: Greek

Programme 2 – LLM European Business Law

In Greek:

Μάστερ στο Ευρωπαϊκό Εμπορικό Δίκαιο

In English:

LLM European Business Law

Language(s) of instruction: Greek

Programme 3 – PhD in Law

In Greek:

Διδακτορικό στη Νομική

In English:

PhD in Law

Language(s) of instruction: Greek or English



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. Introduction

This part includes basic information regarding the onsite visit.

The on-site visit took place on March 26-27, 2025 at the current premises of UCY. The EEC had the opportunity to meet with the academic staff as well as the administrative staff. The academic staff made presentations and proceeded with a SWOT in relation to the programmes which were clear and unambiguous.

The EEC had open, engaged and constructive discussions with the members of the staff.

The EEC visited the UCY library and the law material section. The collection of law materials appears to be adequate for the purposes of the programmes.

The EEC also visited lecture rooms and had the opportunity to attend a small part of a lecture on UN law. The lecturer was knowledgeable and had excellent command of the material presented to the class.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Xavier Grousot	Professor	Lund University
Panagiotis Delimatsis	Professor	Tilburg University
Werner Haslehner	Professor	University of Luxembourg
Chara Pangalou	Student	Open University of Cyprus
Constantinos Lambriades	Member, Cyprus Bar Association	

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1. Policy for quality assurance**
- 1.2. Design, approval, on-going monitoring and review**
- 1.3. Public information**
- 1.4. Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

Findings for the LLB Programme

The LLB is the flagship of the HEI and it is an excellent program. It forms students that are much demanded in the law firms, institutions and companies of the Cyprus society. It is clear that the LLB is designed with overall objectives that are in line with the institutional strategy and provide explicit intended learning outcomes. The programme has a quality assurance system put in place through appropriate structures, regulations and processes. There is however unjustifiable variation in the ECTS weighing of the various courses. It appears that Blackboard is not used extensively for coursework. Often students submit their work per email, potentially increasing teaching staff workload.

Findings for the LLM Programme

The LLM offers master courses focusing on European business law (e.g. European company law and EU trade law) to answer the needs of the labor market. It is a popular LLM program. Most of the students (around 20 students per year) of this programme are working and therefore the courses are offered in the evening. The students write a LLM thesis during the third semester. It is clear that the LLM is designed with overall objectives that are in line with the institutional strategy and provide explicit intended learning outcomes. The programme has a quality assurance system put in place through appropriate structures, regulations and processes. Again here, it appears that 15 ECTS per course is way too high in view of the expected workload. It appears that Blackboard is not used extensively for coursework. Often students submit their work per email, potentially increasing teaching staff workload.

Findings for the PhD Programme

The PhD in law programme was established in 2018. It provides mostly legal studies of higher level to the legal community of Cyprus, Greece and the nearby region. It is a popular programme with an important cohort of PhD students (51 students in 2025). The PhD in law programme is designed with overall objectives that are in line with the institutional strategy and provide explicit intended learning outcomes. The programme has a quality assurance system put in place through appropriate structures, regulations and processes. However, it appears from the application of external evaluation and the funding during the onsite visits that the programme is not fully effective since no PhD defense has taken place since the start of the programme close to 7 years ago. It also shows from the EEC findings that it would be difficult for a PhD student to find work within academia in Cyprus after completion of the PhD programme. The programme will be now slightly reformed to allow non-speaking Greek students to enter the PhD programme. As it is, the cohort of PhD students is composed of Greek-speaking PhD students and the majority of them are working on the side (thus making it very difficult to complete the PhD programme).

Strengths

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

Strengths for LLB programme

- The HEI provides a strong policy for quality assurance for the LLB programme
- The HEI provides a strong policy for design, approval, on-going monitoring and review of the LLB programme
- The LLB programme provides clear, accurate, up-to date and readily accessible information
- Important information of the effective management of the LLB programme is collected
- The LLB programme remains very strongly anchored to the need of the society and the labour market in Cyprus
- The Erasmus students are well integrated into the optional courses of the LLB programme /they have therefore excellent learning possibilities) and its teaching, learning and assessment procedures

Strengths for LLM programme

- The HEI provides a strong policy for quality assurance for the LLM programme
- The HEI provides a strong policy for design, approval, on-going monitoring and review of the LLM programme
- The LLM programme provides clear, accurate, up-to date and readily accessible information
- Important information of the effective management of the LLM programme is collected
- The LLM programme remains very strongly anchored to the need of the society and the labour market in Cyprus

Strengths for PhD programme

- The HEI provides a strong policy for quality assurance for the PhD programme.
- The PhD programme provides clear, accurate, up-to date and readily accessible information.
- The HEI provides a good policy for design, approval, on-going monitoring and review of the PhD programme.
- The HEI has now proposed the abolition of the Greek requirement and will welcome PhD students from all over the world.

Areas of improvement and recommendations

Areas of improvement and recommendations for LLB

- The EEC would recommend the Department to bring uniformity in the ECTS weighing of the courses in the undergraduate programme. 6 ECTS to all mandatory courses would appear reasonable, while language-related courses could potentially go down to 3 ECTS to leave room for the development of practical skills (through law clinics) or a deep dive into new subjects (through masterclasses).

- The EEC finds that there is not sufficient variety in the formative component of courses. It would be advisable to have semester coordinators who take care of ensuring that there is such variety per semester (oral presentations per group or individual, written papers, reflection/reaction papers, weekly essays per course that only a few of them are graded etc).
- The EEC would recommend the introduction of rubrics in the coursework to increase transparency and minimize subjectivity on grading. As such work is not anonymized (which we would recommend but also know that it may be challenging on Blackboard), the introduction of some guidance to students early on would be warranted.
- The EEC finds it imperative that the Department introduces KPI monitoring in all programmes. This would be an additional safeguard against unconscious bias in grading but would also introduce an accountability mechanism for teaching staff.
- The EEC finds that ILOs are well-designed but it further needs to be ensured that the ILOs of each course match the ILOs of the programme as well as to how each course's ILOs contribute to achieving the objectives of the programme. Following the Bloom's taxonomy would allow some level of standardization here, offering clarity to the students but also the academic staff regarding their individual contribution to the objectives of the programme.
- The EEC finds that clear procedures could be adopted to evaluate complaints or feedback made by students by involving a student committee to discuss the issue with the HEI.
- The EEC considers that the HEI could gather data in a systematic way regarding the performance of LLB students.
- The HEI could gather information regarding graduate employment. Information is currently not collected/published.

Areas of improvement and recommendations for LLM

- The EEC is of the view that the ECTS weighing of the courses does not reflect the actual workload per course. 6-9 ECTS per course would appear more reasonable and in line with common practice in Europe. Such change would leave room for the introduction of new modules allowing for the development of practical skills (through law clinics) or deep dive into new subjects (through masterclasses).
- The EEC finds it imperative that the Department introduces KPI monitoring in all programmes. This would be an additional safeguard against unconscious bias in grading but would also introduce an accountability mechanism for teaching staff.
- The EEC finds that ILOs are well-designed but it further needs to be ensured that the ILOs of each course match the ILOs of the programme as well as to how each course's ILOs contribute to achieving the objectives of the programme. Following the Bloom's taxonomy would allow some level of standardization here, offering clarity to the students but also the academic staff regarding their individual contribution to the objectives of the programme.
- The EEC would recommend further deployment of the Blackboard tools for coursework. Other than centralizing evaluations and having a point of reference for the department and the students, this would alleviate teaching staff's workload.
- The EEC would recommend the introduction of rubrics in the coursework to increase transparency and minimize subjectivity on grading. As such work is not anonymized (which we would recommend but also know that it may be challenging on Blackboard), the introduction of some guidance to students early on would be warranted.

- The EEC considers that clear procedures could be adopted to evaluate complaints or feedback made by LLM students by involving a student committee to discuss the issue with the HEI.
- The EEC finds that the HEI could gather data in a systematic way regarding the performance of students.
- The EEC notes that the Department could gather information regarding graduate employment. Information is currently not collected/published.

Areas of improvement and recommendations for PhD

- The EEC would strongly recommend introducing a minimum-word limit for PhD manuscripts in law. The current limit of 10'000 words at the university level is clearly inadequate for a PhD thesis in law.
- The EEC would further recommend exploring the possibility of writing a PhD thesis based on academic articles. For instance, this would mean that a PhD student who published three academic articles and presented another paper in a recognized conference could (with a total of four articles and adding an introduction and a conclusion) proceed to defend their thesis. The advantage of this would be that students get clear-cut milestones, allowing them to finish on time.
- The EEC is of the view that PhD students should submit early on a standard-format training and development plan which would need to be reviewed annually. This would allow for a better monitoring of progress (and reasons for lack thereof), allowing interventions throughout the PhD trajectory.
- For non-law students who want to write a PhD in law, it is important that they receive sufficient training not only on methodology but also on substantive legal subjects, depending on the thesis. Making the attendance of certain courses mandatory for such students would be reasonable.
- The EEC would further recommend the involvement of full professors of law (internal or external) in the supervision of all PhD theses at regular intervals but also in the composition of the PhD Committee at the defense stage. A mentoring mechanism for junior professors is highly important, relevant and timely.
- The EEC recommends that all academic staff receive PhD supervisor training before they are eligible for PhD thesis supervision. Regular training is important notably in view of the very important delays recorded over the years.
- There is no compulsory procedure to force a PhD student to discontinue the dissertation when the PhD student has failed the required examinations.
- Clear procedures could be adopted to evaluate complaints or feedback made by students by involving a student committee to discuss the issue with the HEI.
- The HEI could gather data in a systematic way regarding the performance of PhD students.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		LLB	LLM	PhD
1.1	Policy for quality assurance	5	5	4
1.2	Design, approval, on-going monitoring and review	4	4	4
1.3	Public information	5	5	5
1.4	Information management	4	4	4

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*



- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for LLB programme

The LLB programme provides a high-quality and broad-based education in law and caters to the needs of students irrespective of their career goals. It offers a rich learning environment that combines different modes of teaching and their practical application. Students are involved in shaping their learning experience through formal and informal feedback that is taken into account by teachers. Methods and technology used in the programme are state of the art and take full account of students' differential learning paths. The modes of student assessment are consistent with the departmental regulations and aligned with learning outcomes.

Findings for LLM Programme

The LLM in European Business Law is adapted to the requirements for legal practice in Cyprus while taking into account the specific expertise resulting from research specialisation of the faculty members contributing to the teaching in that programme.

Findings for PhD Programme

The Doctoral Programme of the Department is a fairly large programme with almost 50 doctoral students, which is a very high number relative to its full-time academic staff. However, almost all doctoral students are part-time students, and so far no student has completed their doctoral studies. The training programme is limited in terms of offered courses, with only one taught course of the PhD programme (NOM 621A Methodology), which assists PhD students to get introduced to PhD research. The progress structure for doctoral candidates through the up to 8 years of study is adequate and well-adapted to various stages of advancement expected. The assessment methods in the various stages of progress are generally appropriate as they ensure the involvement of additional faculty and often external experts in the evaluation of preliminary outputs. Doctoral candidates benefit from adequate infrastructure in relation to library resources and have appropriate access to their supervisors.

Strengths

Strengths for LLB programme

- The integration of a system of academic advisors for students is a best practice
- Examination papers are aligned to the requirements of legal practice (similar in type to bar examinations).
- Essay assignments in addition to final examinations are an effective tool to enhance student competence and get a useful marker to assess understanding of teaching material and critical thinking.
- The use of blackboard for sharing of material and information.

Strengths for LLM programme

- The integration of a system of academic advisors for students is a best practice.
- Examination papers are aligned to the requirements of legal practice (similar in type to bar examinations).

- Essay assignments in addition to final examinations are an effective tool to enhance student competence and get a useful marker to assess understanding of teaching material and critical thinking.
- The use of blackboard for sharing of material and information.

Strengths for PhD Programme

- Doctoral candidates have a clear path of progress from a preliminary research proposal via the stage of comprehensive examination to submission of a complete research proposal.
- Doctoral candidates have access to adequate resources to support their research, in particular through the library budget and travel support.

Areas of improvement and recommendations

Areas of improvement and recommendations for the LLB programme

- Class attendance is unevenly monitored and enforced, potentially undermining the benefits of collaborative learning among peers in the same classroom. Stricter adherence to the official policy of mandatory attendance with a limited number of justified absences is recommended.
- The complaints procedure in case students are dissatisfied with instruction, grades or other matters related to teaching is insufficiently clearly elaborated in the Student Complaints Management Policy. The policy should specify the process for resolution beyond allocating responsibility for taking a decision in the hands of the Head of Department, or, upon objection by the student, to the Vice-Rector for Academic Affairs.
- A formal feedback system to ensure the consideration of student evaluations of the programme and specific courses ought to be put in place.
- While the EEC understands the additional administrative burden that may result from anonymisation of written student assessments, it strongly recommends making this the standard wherever feasible.

Areas of improvement and recommendations for the LLM programme

- Class attendance is unevenly monitored and enforced, potentially undermining the benefits of collaborative learning among peers in the same classroom. Stricter adherence to the official policy of mandatory attendance with a limited number of justified absences is recommended.
- The complaints procedure in case students are dissatisfied with instruction, grades or other matters related to teaching is insufficiently clearly elaborated in the Student Complaints Management Policy. The policy should specify the process for resolution beyond allocating responsibility for taking a decision in the hands of the Head of Department, or, upon objection by the student, to the Vice-Rector for Academic Affairs.
- A formal feedback system to ensure the consideration of student evaluations of the programme and specific courses ought to be put in place.
- While the EEC understands the additional administrative burden that may result from anonymisation of written student assessments, it strongly recommends making this the standard wherever feasible.
- More practical skills could be developed during the LLM programme. In view of the very good relationship with public authorities and companies, adding masterclasses, moot courts and/or clinics would further enhance the student experience. These would bring more

balance to the ECTS issue the EEC raised as well (depending on the difficulty such practical components could receive between 3 and 6 ECTS).

Areas of improvement and recommendations for the PhD programme

- More courses should be made available as part of the doctoral school training programme to improve the scientific skill set of doctoral candidates beyond the existing methodological course.
- Additional training should be made organised to enhance doctoral candidates' preparation to succeed in academia (e.g. courses on preparing grant applications, targeting publications, academic presentation skills).
- More part- or full-time positions should be made available for doctoral candidates
- While doctoral candidates have access to meeting with their supervisors, the system of managing notes from such meeting could be improved to ensure accountability for project progression dates.
- The doctoral candidates should be encouraged to teach (within reasonable limits) in the LLB or/and LLM programmes as teaching assistant.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		LLB	LLM	PhD
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant
2.3	Student assessment	Compliant	Compliant	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1. Teaching staff recruitment and development**
- 3.2. Teaching staff number and status**
- 3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

The Law Department has straightforward rules for recruitment but they are internally cumbersome and long due to the centralization of these procedures. The qualifications required are clearly described in official documents that are accessible. They differentiate between full professors, associate professors and assistant professors. The criteria for the recruitment of special scientists were less clear to the EEC but they seem to be adjusted based on the needs of each academic year. As the programmes that the university runs are in Greek, advertisement is also targeted to the Greek-speaking legal market. The recruitment process is well-thought and in line with international practice. External evaluators appear to also be involved in recruitment, which again is in line with international practice.

The current staff qualifications are adequate to achieve the ILOs of the programmes under review. The criteria for promotion and tenure are equally clear and transparent. Resident academic faculty can apply for promotion; in this process, research output appears to be the most important factor. Teaching, impact, policy-related work, administrative tasks, leadership, and/or PhD and master thesis supervision, all appear to be less important for promotion purposes. Thus, innovation in teaching methods is not alone sufficient to lead to alternative career paths, which would appear to disadvantage women according to international experience. It is unclear whether an academic staff with a significant publication record can initiate promotion procedures even if the time limit for the next academic rank is met. Department members are evaluated annually.

The number of the teaching staff is inadequate to support the programmes under review and it has become clear to the EEC that this is a serious impediment for further growth of the law department.

More staff would be necessary to ensure that sufficient research time (in principle, 40%) exists for teaching staff.

To help develop their professional skills and research portfolio, academic staff can be granted a sabbatical leave every three years. It is unclear whether such leave is automatic or at the discretion of the departmental chair, the dean of the school or another body/institution.

No visiting fellow/professor programme is run by the Department (at least not in an institutionalized manner). Decisions appear to be made ad hoc. As the Department participated in European networks which in principle allow for exchange of teaching staff, this appears to be a missed opportunity. The qualifications of special scientists were not presented to the EEC so it cannot assess their quality.

Teaching staff publications are doctrinal for the most part, focusing on legal developments in the Greek-speaking world but also European developments, in line with the Department's mission. Research output on EU internal market/free movement law is impressive, competing with European elite institutions.

Strengths

- Criteria for recruitment and promotion are clear and transparent. Annual evaluation processes ensure that they remain in focus throughout the career of resident faculty members.
- The Law Department outlined overall a viable and laudable incentive structure for faculty research and publications that was highly competitive from an international perspective.
- An attractive sabbatical policy.
- Enthusiastic teaching staff and excellent publications even at the assistant professor level.

Areas of improvement and recommendations

- The Department is understaffed and new hires are necessary.
- Cumbersome hiring policies which may lead to missing on talent and/or be unable to retain existing talent.
- Doctrinal work for the most part although the School has departments which would allow interdisciplinary research projects.
- The EEC thinks it desirable that the Law Department safeguards the 40% research time ceiling and ensures that the amount of 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.

- The development and continuous training on teaching skills is important but currently no comprehensive policy exists in this respect. This is important for permanent but also temporary staff, as teaching is an important component of Department's activities.
- The EEC strongly recommends the introduction of fast-track procedures allowing for recruitment and promotion. As one full professor is released of her teaching duties due to administrative tasks at the university level and another full professor is close to retirement, it appears that there is scope for at least another 2 fte (in addition to the 3fte that the university has already approved and is in the process of filling).
- The EEC recommends that the University adopts a comprehensive and ambitious strategy in the period 2025-2030 that would allow the Law Department to become an independent school with sufficient autonomy and resources to demonstrate its potential.
- The EEC would recommend exploring options for making research more visible, including through Open Access agreements with publishers, potentially in collaboration with other academic institutions in Cyprus and Greece; while research funds per member of staff is considerable, Open Access fees may consumer such budget, leaving no room for conference participation and other research-enhancing activities.
- The EEC would recommend the introduction of writing grants for ERC and other prestigious grants at the domestic and European level. More strategic choices could be made at the departmental level which would identify those faculty members who have the highest chance to be competitive.
- The EEC would recommend ensuring that the Law Department can expeditiously use its own resources to replace resident faculty members who undertake significant administrative duties, obtain a research grant or otherwise are unable for some reason to fulfil their teaching duties.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

4.1.Student admission, processes and criteria

4.2.Student progression

4.3.Student recognition

4.4.Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

The LLB programme has well-defined admission criteria. Bachelor students are admitted through the Pancyprian exams with a grade around 17/20 (last year), a grade that some years ago was much higher (19/20), but this is not something related to the UCY function as the students' list is centralized by the Ministry of Education.

The LLM Master in European Business Law admits approximately 20 students per year. Law graduates of the University of Cyprus must have a "very good" Grade Point Average (GPA) with a minimum of 7.5/10; law graduates from universities in Greece must have a "very good" GPA with a minimum of 7.0/10; and law graduates of UK Universities must have at least an upper second-class honors (2.1). A corresponding GPA is required for candidates-graduates of other universities (for example a minimum of 3.3 on a scale of 4.0). Exceptionally, by decision of the Council of the Department, law graduates may be accepted with a lower GPA provided they have a remarkable professional record and at a percentage not surpassing 1/10 of enrolled students.

Exam policies at both levels are clear and transparent although it appears that grading of coursework could be more transparent with some pre-established criteria in place.

The PhD students number varies, allowing the registration of 30% of the applicants. The candidates for the PhD Programme in Law must be holders of an undergraduate and a postgraduate degree in Law by a recognised University. Exceptionally, candidates can also be holders of either an undergraduate or a postgraduate degree in Law as long as the non-legal degree is relevant to the topic of the PhD thesis.

Excellent knowledge of the English language is a mandatory admission requirement. Very good knowledge of a second or third European language may be taken into account. Although the PhD thesis can be written in either Greek or English, excellent knowledge of the Greek language is a

mandatory admission requirement only for those candidates who declare their intention to write the PhD thesis in Greek.

Strengths

- Good practice is the academic advisor for each of the students which can support the student's progress in their studies
- Clear rules on the admission of students
- Steady cohort of students at the undergraduate level
- Relatively steady cohort of students at the LLM level
- Small student-staff ratio
- Certification practices in line with European practice
- Good number of Erasmus students
- The high-quality of education among graduates is valued by the legal market

Areas of improvement and recommendations

- The EEC recommends the introduction of tools to collect, monitor and act on information on student progression. More specifically, being able to act on student feedback as well as collect student progression data at the aggregate level is important and seems to be largely missing.
- The EEC recommends that a face-to-face interview is held before the registration of PhD candidates.
- PhDs need office space, ideally sharing rooms to enhance collegiality and interaction.
- It was unclear whether LLB and LLM students can take courses from other departments (putting aside the language courses) but the EEC would recommend this possibility.
- Introduce minimum requirements for non-law graduates who want to do a PhD in law.
- Involve PhD students in education activities and events as a commitment device which would incentivize them to finish their PhD on time.
- Use masterclasses and law clinics at the LLM or final year of LLB to allow students to acquire missing skills.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		LLB	LLM	PhD
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant

4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1. **Teaching and Learning resources**
- 5.2. **Physical resources**
- 5.3. **Human support resources**
- 5.4. **Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

The EEC finds that the HEU provides adequate and readily accessible teaching and learning resources to students and support the achievement of objectives in the study programme. Physical and human support resources are also well provided. The HEI also provides adequate student support.

The EEC considers that the teaching and learning resources are readily accessible to the students, although books appear not adequate in numbers so as to ensure simultaneous access by students.

Reliance on a single textbook is not encouraged, and at the same time the academic staff is encouraged to write them. Under current workload, it may not be feasible for the entire academic staff to respond to such aspiration.

Findings for the LLB programme

The University of Cyprus provides a variety of facilities for the students of all levels of education (BA, Master, PhD) for several aspects of their student's life.

In particular, administrative support (inter alia academic calendar, enrollment, the support of students in matters relating to their studies, housing, student life, scholarships, financial) is provided by the **Academic Affairs and Student Welfare Service**, professional orientation by the Career Centre of the UCY, promotion of innovation by the **Centre of Entrepreneurship**, free psychological support and counselling services to all students through **University Mental Health Centre**, provision for students with disabilities and health, social or financial problems, **accommodation** facilities (12 buildings (Students Halls), **sports centre** and **social clubs** and participation by voting to UCY decisions.

The EEC provides several recommendations directed at the Department, Faculty, and University.

Findings for the LLM programme

See findings for [LLB programme]

Findings for the PhD programme

See findings for [LLB programme]

Strengths

Strengths for the LLB programme

- **Student support**: Students are assigned **advisers** and appreciate the **staff's accessibility** for academic support. The administrative team assists with practical matters, while university welfare services provide additional support, ensuring a well-rounded student experience.
- Students' representatives unanimously express their satisfaction about the cooperation with their professors and no negative aspects were reported. Professors provide the appropriate guidance in terms of studying material, access to them through email and/or personal communication, organization of training seminars and opportunities for hands-on experience (i.e. as teaching assistance, participation in research programs), helping the students to expand their knowledge.
- **Library**: The University's prestigious Learning Resource Centre Library provides students with access to books, electronic resources, study areas, and training. It caters to various needs with group and silent spaces, 24/7 work areas, and an automated system. A bilingual app helps locate materials, benefiting working students in the programme.
- **Skills development and employability**: The Law Department has achieved **high employment** rates for its graduates, integrating specialist knowledge with current legal developments. Bachelor, Master European Business Law and PhD and Erasmus students and alumni confirm the practical relevance of their studies, highlighting the comparative perspective of the syllabus with a focus on case law and legal methodology.
- In addition, opportunities are offered to the students such as **internships** for BA and Master students, and **teaching** responsibilities (delivering lectures and correcting exams) to the PhD students. External stakeholders confirmed the high standards of UCY graduates and their **high rates of admission to the Bar Association**.
- **Language**: **No linguistic barriers** were reported as students claimed to be equally competent (both in reading and in academic writing) in Greek and English language.

Strengths for the LLM Programme

Strengths listed above equally apply for the LLM

Additionally, the following strengths can be mentioned:

- Regarding the **Master fees**, students mentioned that the amount of approximately 5,000 euros is affordable and also that some of them received scholarships. Therefore, the Master is considered as highly competitive in financial terms in comparison to others. Resources availability and supervision are adequate and aligned with this cost.

Strengths for the PhD Programme

Strengths listed above for the LLB equally apply for the PhD programme

- Additionally, available financial support for PhD candidates to travel to attend international seminars and conferences is a notable strength.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for the LLB Programme

- Students are considered to be among the best in Cyprus, however, as stressed by their professors, they often **lack critical reasoning skills**. The EEC suggests that more emphasis is put on the practical and synthetical analysis of cases, by providing case law and discussing further on the legal reasoning behind the Court decisions. Additionally, support for increasing linguistic proficiency could be extended.

Areas of improvement and recommendations for the LLM Programme

- The EEC makes no specific recommendation for the improvement of the LLM Programme with respect to the availability of adequate learning resources and student support.

Areas of improvement and recommendations for PhD Programme

- The **PhD** at the UCY is **not sponsored** and the students have to pay. In theory PhD students are considered to be full-time students, however, in practice all are working elsewhere so are **not fully committed** in their research, as they cannot sustain themselves only by doing research. PhD students unanimously stated that in case their PhD was sponsored, they would be willing to quit their current job and dedicate themselves full-time to PhD research. The EEC understands the financial restraints, however, a stricter policy on dropping out of the UCY should be applied and a **face-to-face interview** with the PhD candidates before the registration would be a good practice that could also help addressing the limitation of available resources per PhD student.
- As the EEC suggests to increase the number of full-time PhD positions, it notes that such move should go hand in hand with an improvement of infrastructural resources, in particular with respect to available office space in close proximity to professors' offices and the library.f

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	LLM	PhD
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1. **Selection criteria and requirements**
- 6.2. **Proposal and dissertation**
- 6.3. **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

The Doctoral Programme of the Department is a fairly large programme with almost 50 doctoral students, which is a very high number relative to its full-time academic staff. However, almost all doctoral students are part-time students, and so far no student has completed their doctoral studies. The training programme is limited in terms of offered courses, with only one taught course of the PhD programme (NOM 621A Methodology), which assists PhD students to get introduced to doing PhD-level research.

The progress structure for doctoral candidates through the up to 8 years of study is adequate and well-adapted to various stages of expected advancement. The assessment methods in the various stages of progress are generally appropriate as they ensure the involvement of additional faculty and often external experts in the evaluation of preliminary outputs. The composition of advisory and examination committee are clearly established in the internal regulations and appropriate for the purpose.

Doctoral candidates benefit from adequate infrastructure in relation to library resources and have appropriate and regular access to their supervisors.

Strengths

- The PhD programme's size is a strength insofar as it creates the opportunity for the creation of a vibrant academic community.

- The organisation of an annual PhD colloquium where 6-semester PhD students present their work is an excellent practice.
- The availability of financial resources for PhD candidates to participate in international seminars and conferences is important for students whose work has an international outlook.
- There is evidence that PhD candidates are highly valued by society, in particular in the public sector, even prior to finishing the degree.
- The inclusion of external examiners in the final assessment of the doctoral work is an excellent practice.

Areas of improvement and recommendations

- The number of PhD students tutored by the members of the staff is too high.
- There is no compulsory procedure to force a PhD student to discontinue the dissertation when the PhD student has failed the required examinations.
- The number of PhD students tutored by a member of the staff could be reduced and the department could adopt a compulsory policy to terminate a PhD position when the required examinations are failed by the PhD student. This will help to reduce the cohort of the PhD students and thus render the management of the programme more effective.
- Considering the high number of PhD candidates and rather high acceptance rates combined with – so far – low success rates, the EEC would recommend the Department to consider applying more stringent selection criteria to enter the PhD programme.
- The EEC recommends adding an interview stage to the selection process
- More courses should be made available as part of the doctoral school training programme to improve the scientific skillset of doctoral candidates beyond the existing methodological course.
- The EEC is of the view that PhD students should submit early on a standard-format training and development plan which would need to be reviewed annually. This would allow for a better monitoring of progress (and reasons for lack thereof), allowing interventions throughout the PhD trajectory.
- For non-law students who want to write a PhD in law, it is important that they receive sufficient training not only on methodology but also on substantive legal subjects, depending on the thesis. Making the attendance of certain courses mandatory for such students would be reasonable.
- The EEC would further recommend the involvement of full professors of law (internal or external) in the supervision of all PhD theses at regular intervals but also in the composition of the PhD Committee at the defense stage. A mentoring mechanism for junior professors is highly important, relevant and timely.
- The EEC recommends that all academic staff receive PhD supervisor training before they are eligible for PhD thesis supervision. Regular training is important notably in view of the very important delays recorded over the years.
- Additional training should be organised to enhance doctoral candidates' preparation to succeed in academia (e.g. courses on preparing grant applications, targeting publications and have a publication strategy, academic presentation skills).
- More part- or full-time positions should be made available for doctoral candidates

- While doctoral candidates have access to meeting with their supervisors, the system of managing notes from such meetings could be improved to ensure accountability for project progression.

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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

D. Conclusions and final remarks

The EEC is grateful to the institution and also the Agency for their hospitality, the thoroughness of the documentation they put before us, and their openness in discussing every aspect of their application. We are also grateful to all participants for their openness during the day of the visit.

The institution seeking accreditation had prepared an exciting and thoughtful case for accreditation. We have found the programmes under review to be well-thought, with good quality assurance mechanisms and delivered by enthusiastic academic colleagues. At the same time, several areas of improvement identified in this report will have to be addressed, ranging from staffing and hires of academics to increasing resources for students and staff to ensuring a continuous balance between research and teaching time throughout the academic year.

On the whole, the EEC recommends that the programmes under review be accredited. We hope that the institution will find this committee report an essential component of its growth strategy and its ambition to become an independent school that competes with its European counterpart as well as a source of reflection in its efforts to run exciting, sustainable and rewarding academic programmes for Greek-speaking students.

E. Signatures of the EEC

Name	Signature
Xavier Grousot	
Panagiotis Delimatsis	
Werner Haslehner	
Constantine Lambrianides	
Chara Pagkalou	
Click to enter Name	

Date: 29.03.2025

