



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

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution : University of Cyprus.....

Program of Study: ...LLM.....



TABLE OF CONTENTS

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

INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Olympia Bekou	Professor	University of Nottingham
Dora Kostakopoulou	Professor	University of Warwick
Emmanuel Voyiakis	Associate Professor	LSE
Veronica Charalambous	Ms	Student

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

We have studied the application file, which included the planned programme outline, course outlines, academic timetable, faculty CVs, and general information about university policies and procedures.

We met with the Department, heard a thorough presentation from the director of the proposed programme, and discussed all aspects of the programme with the faculty. We also heard a useful presentation of the soon-to-be completed library & information building. We were shown around the teaching areas, faculty offices and the current library, and we were given free and unfettered access to every part of the campus.

II. The Internal Evaluation procedure

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

We were satisfied with the submitted application. We have pointed out some omissions in our detailed comments, but those do not detract from our overall positive assessment. We do note, however, that the self-assessment questionnaire on Quality Standards and Indicators (Annex 5) appears to have been completely in a perfunctory fashion, as the institution gave itself a perfect score across every single question.

We were impressed with the degree of co-operation and open-mindedness of the Department and the University. All participating members made every effort to address our questions; were honest and self-reflective with regard to every area of concern we identified; and were receptive to suggestions about the programme's direction and practical implementation. We could not have hoped for a higher degree of assistance and co-operation.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

We are happy with the proposed admission requirements; the proposed number of students; the overall organisation of the educational process (subject to the points raised below); and the adequacy of the learning resources. The substantive content of the courses is suitable to the level of study and the achievement of the programme's learning aims.

At the same time, we would like to see more detailed policies on the following aspects of the programme:

- Standardisation of coursework lengths, and of the weighting between essays and final year exams.
- Need for anonymous assessment; need for external examiners; clear signposting of the marking criteria (the LLM programme presentation included an excellent list, which could easily be turned into a template for a feedback form).
- The production of an LLM student handbook would be very advisable. A handbook would bring together all of the procedures and information necessary for the understanding of the educational process (academic calendar; module descriptions; teaching arrangements; assessment requirements; dissertation information; points of contact, complaints procedure etc).
- We would encourage the Library and the Department to adopt a new protocol with automatic ordering of new editions of core textbooks.
- The Committee feels that the Department needs a clear and uniform policy on feedback; the adoption of individual feedback forms and the provision of general feedback to the cohort.
- The Department needs a clear mechanism for monitoring attendance and the consequences of non-attendance. It is important that such mechanisms are put in place early on in the life of the course.
- Plagiarism detection software must be used as a matter of course. It should not be down to the individual marker to identify and deal with plagiarism.
- It is essential to include information on department procedure on complaints appeals and escalation (e.g. through the PG Programme Panel).
- There is currently no provision for any formative assessment; this should be addressed at the earliest opportunity.
- It would be good practice to have standardized length in the coursework. The Committee heard the Department's argument about allowing a range of lengths, but it was not convinced that this is pedagogically useful.

- We encourage the Department to adopt practices that allow for active student participation, e.g. in-class presentations, mooting.
- We encourage the use of the discussion forum function on the blackboard platform.

Overall, as we note in our general assessment, the Committee is hugely impressed by the energy, creativity, and resilience of the teaching personnel. We have no doubt whatsoever that they are capable of carrying out research at the highest level. However, we are seriously concerned that the central University is not providing them with the necessary support and investment in staff, and that, over time, the high teaching load is likely to have an adverse effect on our colleagues' research output.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The aims and objectives of the proposed course have been clearly outlined, and the substantive content of the courses is suitable to the level of study and the achievement of the programme's learning aims. There are sufficient safeguards of quality assurance, and the programme has a clear international dimension, and will undoubtedly enhance the employability of its graduates.

At the same time, we would like to see more detailed policies on the following aspects of the programme:

- The arrangements concerning the assessment of written work need to be clearly set out and standardized. In particular, students need to know the length of each essay component, which ought to be consistent across courses. In addition, we would strongly encourage the Department to consider making provision for second-marking and external oversight of exam papers and exam marking for quality assurance purposes. We understand that this process is not widely used in the University, but we feel that it reflects best international practice.
- The Committee understands that this is most probably an oversight (as the course is described in p.12), but the application did not include a module outline for NOM 500, the dissertation module. The University template in art.8.3 (p.21) would be a good basis for this.
- With regard to NOM 500, the course outline (which was inadvertently omitted from the application) needs to specify in more detail: the number of supervision meetings, the kind of feedback students may expect following each supervision; the process of supervision; and the role and weighting of the oral presentation. In addition, the Committee feels strongly that the word limit should be much narrower than 20-25,000 words; that standard practice is to specify only an upper limit; and that, should the Department want to set a minimum too, any latitude in the range should be quite narrow, not more than 1-2,000 words.
- The Committee understands the rationale behind the inclusion of Constitutional Principles as a compulsory course for both streams. However, we would invite the Department to consider the following: (a) including a more sustained focus on public international law & human rights; (b) revising the title of the course to incorporate reference to global governance (or simplifying it to Foundations of Public Law); (c) making clear to students that the course examines the interaction among different legal orders, and the principles underlying that interaction (with regard to research methods training, see section 3 below).

- It would be advisable to include student representatives in the PG Management Committee, and for the Department to close the feedback loop by communicating the ways in which it has responded to student feedback.

More generally, the Committee feels that the programme is ideally placed to attract students from the wider region, and would encourage the Department to be more ambitious in opening the programme to international students. Therefore, it would invite the Department to reflect on the possibility of offering either the whole or part of the programme also in English, including allowing students to write their dissertation in English. The feasibility study the Department presented to us makes clear that the Department aspires to attract international students, so it is natural for the programme's content and mode of delivery to be adjusted to that end.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

We are satisfied that the teaching programme is highly informed by new research, that the faculty's research is sufficiently integrated with the programme of study, and that the research outputs of the faculty are published in quality international peer-reviewed outlets.

At the same time, we feel that it is important that the Department create either a research skills course, or a semester-length non-credit bearing research skills training programme for LLM students. This will help satisfy the Department's stated learning aims.

Moreover, the Committee strongly urges the University to ensure that members of the Department are able to benefit from their academic leave entitlement. Staffing constraints entail that this is not currently the case, as study leave is delayed by the rule that only one member can be on leave in any given semester. In addition, it is regrettable that members of academic staff spend quite a lot of time and energy on clerical and admin tasks (catering, outreach, promotion etc), thus compromising their ability to undertake research.

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

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

We are satisfied with the existing administrative mechanisms for student welfare and the efficiency of the monitoring of their progress. We are also happy with the infrastructure and support provided (although we note that the evidence in relation to the efficiency of student welfare services is largely anecdotal). Our general comments address some concerns we have with the provision of financial resources at the University level, but we are generally satisfied with the use of available resources by the Department.

We have two areas of concern.

- Current University rules provide that the percentage of LLM income that returns to the Department can range between 40 and 70%, and that it is difficult for Departments to achieve a return at the higher end of that scale. We strongly feel that these rules ought to be revised to allow more generous support for the Department.
- We feel strongly that members of staff should have structured opportunities for their personal and professional development. We expect that the creation of the Graduate School is likely to help in that direction.



5. DISTANCE LEARNING PROGRAMS



6. DOCTORAL PROGRAMS OF STUDY

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

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

The Committee is strongly supportive of the proposed degree, which is an important step in the evolution both of the Department and of legal education and culture in Cyprus. We were impressed by the quality, research record, and commitment of the Department's staff, particularly given the resource constraints and the overly demanding teaching and admin workloads. The aims and objectives of the proposed course have been clearly outlined, and the substantive content of the courses is suitable to the level of study and the achievement of the programme's learning aims. There is adequate infrastructure and sufficient learning resources to ensure the implementation of the programme.

The Committee has a number of concerns. Some are University-focused and some Department-focused. Our University-focused concerns are more serious and presumably harder to address. All of the Department-focused concerns can be easily addressed, and we have every faith in the Department's ability to do so prior to the beginning of the programme. We would like to stress that, overall, our concerns are not meant to cast doubt on the feasibility of the programme. They concern only its future potential, ambition, and effective implementation.

University-focused: We feel strongly that the University has under-invested in the Law Department. The current staff have displayed heroic commitment and resourcefulness in order to manage their teaching and administrative loads. The current division of their responsibilities between teaching, administration and research is prejudicial to our colleagues' research capacity. Furthermore, the Department has only limited control over the resources invested in its programmes, and the University rules that would allow it to gain access to more resources as a result of running the LLM programme appear to be very constrictive. Finally, the University procedure for handling complaints seems to need more detail and there is little evidence of its adequacy.

Department-focused: There are a number of aspects in which the Department lacks clear procedures and policies. We understand that, due to the small number of faculty and the aforementioned resource constraints, a number of issues can be handled informally. However, as the Department and the student cohort grow, having clear formal procedures and communicating those procedures effectively to students and faculty will become very important. In particular, we feel that the Department needs to focus on adopting clear written policies regarding:

- Providing feedback to students.
- Having uniform guidelines on assessment.

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

- Utilising available plagiarism-detection methods.
- Specifying in greater detail the supervision process and requirements for PG dissertations.
- Reviewing the role of the English language in the delivery of the programme, with a view to increasing that role.
- Providing for student participation in the evaluation and review of the programme, and closing the feedback loop.
- Providing student training on research methods.

Overall, the Committee is of the view that the programme should be approved. Our understanding is that the Department is both capable and willing to address the Department-focused concerns we have identified above before the admission of the programme's first cohort.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution:University of Cyprus.....
Program of Study:LLM.....
Duration of the Program of Study:1.5. years.....
Evaluation Date:... 15 May 2018.....

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

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

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

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

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

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Olympia Bekou	Professor	University of Nottingham
Dora Kostakopoulou	Professor	University of Warwick
Emmanuel Voyiakis	Dr	LSE
Veronica Charalambous	Ms	Student

Date and Time of the On-Site Visit:15 May 2018.....

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

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

	1.1.4.4	student welfare				X	
	1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.			X			
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.				X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X			
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X		

1.1.3.4: We would like to see more detailed specification of word limits, and the credit-weighting between essays and exams.

1.1.3.5: Need for anonymous assessment; need for external examiners; clear signposting of the marking criteria (the LLM programme presentation included an excellent list, which could easily be turned into a template for a feedback form); consistency in application of marking criteria; students choose modules on the basis of lenient marking leading students to be tactical in their choice of modules.

1.1.3.6: The committee understands that, as the programme has not started yet, the Department will not yet have produced an LLM student handbook, but it would strongly recommend its creation as soon as practicable. A handbook would bring together all of the procedures and information necessary for the understanding of the educational process (academic calendar; module descriptions; teaching arrangements; assessment requirements; dissertation information; points of contact; complaints procedure etc).

1.1.4.2: We would encourage the Library and the Department to adopt a new protocol with automatic ordering of new editions of core textbooks.

1.1.5: The creation of a handbook would facilitate better and more effective communication.

1.1.6: The Committee feels that the Department needs a clear and uniform policy on feedback; the adoption of individual feedback forms and the provision of general feedback to the cohort.

1.1.8: The Committee does not have specific concerns other than the lack of a clear mechanism for monitoring attendance and the consequences of non-attendance. It is important that such mechanisms are put in place early on in the life of the course.

1.1.9: See above (1.1.8 above)

1.1.11: The Committee feels that plagiarism detection software must be used as a matter of course. It should not be down to the individual marker to identify and deal with plagiarism.

1.1.12: It is essential to include information on department procedure on appeals and escalation (e.g. through the PG Programme Panel).

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

The projected intake of 20-25 students appears realistic.

β) the countries of origin of the majority of students.

The Committee feels that the programme is ideally placed to attract students from the wider region, and would encourage the Department to be more ambitious in opening the programme to international students. Therefore, it would invite the Department to reflect on the possibility of offering either the whole or part of the programme also in English, including allowing students to write their dissertation in English. The feasibility study the Department presented to us makes clear that the Department aspires to attract international students, so it is natural for the programme's content and mode of delivery to be adjusted to that end

γ) the maximum planned number of students per class-section.

There will be a minimum of 8 students per LLM stream. The plan looks to us very sensible. Given the small planned intake, we have no concerns about the number of students per class-section.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X

1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.		X			
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.			X		
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.3: There is currently no provision for any formative assessment.</p> <p>1.2.4: It would be good practice to have standardized length in the coursework. The Committee heard the Department's argument about allowing a range of lengths, but it was not convinced that this is pedagogically useful.</p> <p>1.2.5: We encourage the Department to adopt practices that allow for active student participation, e.g. in-class presentations, mooting.</p> <p>1.2.6: We encourage the use of the discussion forum function on the blackboard platform.</p> <p>1.2.7: See comment on 1.1.4.2.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.					X

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

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

1.3.9: The Committee is hugely impressed by the energy, creativity, and resilience of the teaching personnel. We have no doubt whatsoever that they are capable of carrying out research at the highest level. However, we are seriously concerned that the central University is not providing them with the necessary support and investment in staff, and that, over time, the high teaching load is likely to have an adverse effect on our colleagues' research output.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies. N/A					
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.4 The arrangements concerning the assessment of written work need to be clearly set out and standardized. In particular, students need to know the length of each essay component, which ought to be consistent across courses. In addition, we would strongly encourage the Department to consider making provision for second-marking and external oversight of exam papers and exam marking for quality assurance purposes. We understand that this process is not widely used in the University, but we feel that it reflects best international practice.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	

2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses. N/A					
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.		X			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

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

2.2.1 The Committee understands that this is most probably an oversight (as the course is described in p.12), but the application did not include a module outline for NOM 500, the dissertation module. The University template in art.8.3 (p.21) would be a good basis for this.

2.2.6: The Committee has two concerns here, both of which can be easily met.

(1) With regard to NOM 500, the course outline (which was inadvertently omitted from the application) needs to specify in more detail: the number of supervision meetings, the kind of feedback students may expect following each supervision; the process of supervision; and the role and weighting of the oral presentation. In addition, the Committee feels strongly that the word limit should be much narrower than 20-25,000 words; that standard practice is to specify only an upper limit; and that, should the Department want to set a minimum too, any latitude in the range should be quite narrow, not more than 1-2,000 words.

(2) The Committee understands the rationale behind the inclusion of Constitutional Principles as a compulsory course for both streams. However, we would invite the Department to consider the following: (a) including a more sustained focus on public international law & human rights; (b) revising the title of the course to incorporate reference to global governance (or simplifying it to Foundations of Public Law); (c) making clear to students that the course examines the interaction among different legal orders, and the principles underlying that interaction.

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

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for			X		
	2.3.2.1 the members of the academic personnel				X	
	2.3.2.2 the members of the administrative personnel			X		
	2.3.2.3 the students.		X			
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.3.2.2: There is no provision for input by admin personnel. However, the Committee understands that, with a personnel of one, this is not practicable.</p> <p>2.3.2.3. There is no provision for input by students.</p>						
2.4	Management of the Program of Study	1	2	3	4	5

2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					X
2.4.5.1	The provisions regarding unit credits					X
2.4.5.2	The expected learning outcomes					X
2.4.5.3	The methodology					X
2.4.5.4	Course descriptions					X
2.4.5.5	The program's structure					X
2.4.5.6	The admission requirements					X
2.4.5.7	The format and the procedures for student assessment				X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.			X		
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification. N/A					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.7 It would be advisable to include student representatives in the PG Management Committee, and for the Department to close the feedback loop by communicating the ways in which it has responded to student feedback.</p>						

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally. N/A					
2.5.2	The program attracts Visiting professors of recognized academic standing.				X	
2.5.3	Students participate in exchange programs. N/A					
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X

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

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.					X

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

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.		X			
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.		X			

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

3.1.7 The Committee strongly urges the University to ensure that members of the Department are able to benefit from their academic leave entitlement. Staffing constraints entail that this is not currently the case, as study leave is delayed by the rule that only one member can be on leave in any given semester. In addition, it is regrettable that members of academic staff spend quite a lot of time and energy on clerical and admin tasks (catering, outreach, promotion etc), thus compromising their ability to undertake research.

3.1.9 We recommend either the creation of a research skills course or the creation of a semester-length non-credit bearing research skills training programme.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				x	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				x	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.1.3 We have no reason to doubt that the mechanisms are efficient, but the data is scarce and we would encourage the University to adopt more detailed policies for assessing the efficiency of its student welfare services.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					x
4.2.2	There is a supportive internal communication platform.				x	
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					x
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				x	

4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			x		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			x		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.6. See 1.1.4.2 above.</p> <p>4.2.7 We expect that the creation of the Graduate School will also provide structured opportunities for continuous staff development</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				x	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.		x			
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					x
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					x
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.3.2. Current University rules provide that the percentage of LLM income that returns to the Department can range between 40 and 70%, and that it is difficult for Departments to achieve a return at the higher end of that scale. We strongly feel that these rules ought to be revised to allow more generous support for the Department.</p>						

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

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

5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

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

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

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

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

The Committee would like to reiterate that it is strongly supportive of the proposed LLM degree, which is an important step in the development of the Law Department and Cypriot legal education more generally. As we have noted at several junctures, we have been impressed by the quality, research record, and commitment of the Department's staff, particularly given the resource constraints and the overly demanding teaching and admin workload. We expect the Department to be able to address in full the detailed recommendations outlined in the findings section. However, we would like to use the present section of the report to highlight our key suggestions for the strengthening and development of this important programme:

- We would strongly encourage the University to invest in the development of the Law Department, both in order to ease the heavy teaching and administrative burden of the faculty (and thereby help them use their great research capability), and in order to facilitate the growth of the Department's new programmes.
- We would encourage the University to give the Department more control over the resources invested in its programmes.
- We strongly recommend that the Department adopt and apply clear formal procedures on feedback; assessment; plagiarism-detection; dissertation supervision; research skills training; closing of the feedback loop (letting students know how the Department has responded to their feedback); and student participation in programme evaluation.
- All policies and procedures should be communicated to staff and students clearly, preferably in the form of an LLM Handbook.
- We also feel that the Department would do very well to be ambitious in expanding the appeal of its LLM programme to the international market, by providing instruction in English.

We would like to thank the Agency and Dr Deligianni for their guidance and remain at their disposal for any clarification that may be required in the review process.

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

Name:	Signature:
Olympia Bekou	
Dora Kostakopoulou	
Emmanuel Voyiakis	
Veronica Charalambous	

Date: ...17 May 2018.....