

Doc. 300.3.1/1

Date: 10/09/2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty:** Law
- **Department:** Law
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – [Title 1]
In Greek:
Πτυχίο Νομικής
In English:
LLB
Language(s) of instruction: Language(s)
- **Programme 2** – [Title 2]
In Greek:
Programme Name
In English:
Programme Name
Language(s) of instruction: Language(s)
- **Programme 3** – [Title 3]
In Greek:
Programme Name
In English:
Programme Name
Language(s) of instruction: Language(s)



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



A. Introduction

This part includes basic information regarding the onsite visit.

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The visit to the University was held virtually due to the restrictions of the Covid-19 pandemic. The University provided the Committee with a virtual tour of the university facilities and made available through an online platform the Rector of the University, the Dean of the Law School, the Head of the Law Department and staff of the Law Department. The committee held online meetings with two students of the Law Department, two Senior Administrators, the Finance Officer and others. The virtual visit took place on Tuesday 8th of September between 10:00am - 3:30pm.

The Committee attended presentations given by the Rector of the University and the Dean of the Law School. The Committee also received sample examination papers and copies of the presentations on the 8th of September in addition to the pre-circulated material.

External Evaluation Committee (EEC)

Name	Position	University
Prof. Ramses A. Wessel	Professor of European Law	University of Groningen
Prof. Brigitte Tag	Professor of Criminal law and Medical law	University of Zurich
Prof. Theodora Kostakopoulou	Professor of European Law	University of Warwick
Melina Pyrgou	Advocate	University
Kyriaki Charalambous	PhD Student	University of Cyprus
Name	Position	University

B. 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:*
 - sub-areas*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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

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

Based on the data and documents provided, the committee concludes that the programme is designed very well and contains all the relevant courses as well as a large number of electives. The university's application provides a detailed overview of each course offered in the degree's curriculum. The criteria for and methods of assessment as well as criteria for marking are available online through the university's website, including the assessment methods. The aims and objectives of the programme of study are clearly outlined and suitable for the achievement of learning. There are sufficient safeguards for quality assurance and a continuous process of monitoring the effectiveness of the programme. Internal and University-wide Committees work on quality assurance and quality control. The LLB has an international dimension and offers students a choice among English law, Cyprus and Greek law. The methods of delivery of the modules are diverse and effective. The methods of assessment and the marking criteria are both appropriate and rigorous. The students interviewed by the Committee commented very positively about the programme and indicated that the wide choice of elective modules was one of the reasons for enrolling at the University. The programme of study is well managed and there is a strong emphasis on identifying risks and opportunities for its future development and expansion. The Committee was impressed by the energy and commitment of the teaching personnel as well as their desire to provide students with topical, unique and innovative modules. The Committee also noted the departmental strategy of attracting and retaining high quality staff, the strong link between research and teaching, the active pursuit of interdisciplinary connections and international collaborations, and the collaboration with legal experts and external stakeholders.

Findings for LLM

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Findings for PhD

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Strengths

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

Strengths for LLB

The structure and content of the LLB are appropriate and in compliance with European and International standards. Students are attracted by the modern facilities and infrastructure of the University as well as the interdisciplinary and comparative orientation of the LLB. The most notable strengths are as follows:

- The provision of a wide range of elective modules.
- The small group teaching.
- The continuous assessment of the teaching delivery.

- The interactive learning processes.
- The students' participation in the evaluation of the learning process.
- Very good learning resources.
- Effective anti-plagiarism strategy.
- The structured process for students' complaints regarding their grades.
- The student welfare support system.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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 LLB

The Committee would encourage the Department to consider provisions for second marking of assignments and examination scripts as well as of external oversight in cases of disputes of the marks. This would enhance quality assurance and reflects European practice. The Committee would also encourage a more holistic and inclusive approach to the development of new orientations, modules and international collaborations. A closer contact with the professional bodies such as the Bar Association would provide ideas for further development of the programme and would undoubtedly enhance the employability of its graduates.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>LLB</i>	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Choose answer	Choose answer



1.2	Design, approval, on-going monitoring and review	Compliant	Choose answer	Choose answer
1.3	Public information	Compliant	Choose answer	Choose answer
1.4	Information management	Compliant	Choose answer	Choose answer

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

Based on the evaluation the Committee conducted as well as on the application for evaluation (Document 200.1), the Committee is happy with the process of teaching and learning of the law program (LLB, 4 Years, 240 ECTS) of the University of Nicosia.

The program supports students' individual and social development. This is due to the following factors: First, the specifications of minimum and maximum numbers of students in each classroom allow constructive teaching and communication. Second, the students receive individual support through various services and departments. Third, students receive academic counseling in various forms. Finally, the teaching methods include individual as well as group work, enabling the students to develop both individually and independently, as well as socially as part of a group.

In addition, the process of teaching and learning is flexible, considers different modes of delivery and, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes: Within the program, flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.

Moreover, students are encouraged to take an active role in creating the learning process, as follows: Most of the courses include general and weekly forum discussions to enhance learning and promote interactivity, exchange of ideas, discussions and active class participation, both at a faculty-student and student-to-student level. As per the University's Internal Rules and Regulations, all programs and courses undergo periodic review. Based on feedback from, *inter alia*, students, the review results in an amendment of the programs or courses of study.

The teaching methods, tools and material used in teaching support the use of modern educational technologies and are regularly updated: Regarding the teaching methods, a variety of teaching methods are used. Regarding tools, the University provides good Internet services and is equipped with a good Computer Centre, including modern computers, which are being updated every two years. In addition to the above, the University maintains a fully digitized and interactive platform (Moodle), as well as a videoconferencing system. Finally, based on the written information, the millions of electronic books and articles of the library are accessible both on- and off-campus. With respect to materials, the lecturers are responsible for updating the materials used for their teaching; the materials being then inspected regularly in order to maintain accuracy.

It is our view that the implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths, as follows: The University provides flexible options, adaptable to the personal or special needs of students. The University has a Special Needs policy as well as a great human support infrastructure.

Furthermore, 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: Pursuant to the documentation reviewed, the University facilitates a student-centered learning environment that promotes active self-learning. Moreover, there are numerous elective modules to be chosen by

students, encouraging a sense of autonomy in the students. As regards the guidance and support received by students, see the paragraph 2 above.

Finally, it is our opinion that appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set, as follows: The University promotes and encourages student interaction and feedback during teaching as well as assessment, evaluation and quality assurance of the programs. Course/faculty evaluation questionnaires are conducted at least every semester, and feedback is provided to all stakeholders. Online platforms are available for students to provide feedback and submit complaints. Answers to complaints are provided within set deadlines. In addition to that, "board of studies" meetings allow students to interact with their instructors through the semester to discuss issues pertaining to their studies. Relevant rules and regulations explain in detail the management of complaint procedures as well as dispute resolution procedures, providing for student petitions.

The program is designed to develop theoretical as well as practical knowledge. The program particularly highlights issues that are of great theoretical and practical importance. The intended learning outcomes include practical knowledge, skills and qualifications.

Assessment is appropriate, transparent, objective and supports the development of the learner, as follows: Students' progress is continuously assessed throughout the semester, utilizing various methods. Moreover, course syllabi and outlines are developed based on ECTS requirements, ensuring uniformity across the University. They are available on the university website and the student portal and they are distributed to students upon enrollment into courses; which makes them both transparent and objective. With respect to the support of the development of the learner more specifically, there are some possibilities for students to improve their grades, under specific circumstances.

The criteria for and method of assessment, as well as criteria for marking, are published as follows: All information regarding the program of study, including the assessment methods, is available through the University's website. Such information is made available to current and prospective students, and is presented in a clear, transparent and structured manner. Moreover, each course has a syllabus and outline, which are available to students, and which include all relevant information regarding the course content, learning outcomes, the procedures for the fulfillment of assignments and practical training (when applicable), the learner activities and assessment methods.

Moreover, 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: The various assessment techniques enable students to demonstrate the extent to which the intended learning outcomes have been achieved. In view of the assessments of the program as described above, students receive feedback regarding their performance throughout the semester and have the opportunity to address any concerns to their Lecturers or/and their Academic Advisors.

Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. The assessors employed by the University have the relevant formal and fundamental qualifications for teaching in the program. Furthermore, almost all faculty members have recognized academic qualifications at the highest level. Finally, there are offered regular professional workshops relevant to education and pedagogy.

The regulations for assessment take into account mitigating circumstances. In theory, no student may miss a final examination. However, in case of unavoidable absence and in the case of a valid excuse, the student may take a make-up examination. Moreover, The University students have the privilege of submitting petitions requesting special permission for exemptions from regulations and policies. These petitions are considered on an individual basis with attention being given to the student's academic record and the reason for the request.

In light of the above, assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures. Credits are awarded to students after completion of the learning activities required by the program and the successful assessment of the expected learning outcomes.

Finally, the students' assessments correspond to the European Qualifications Framework (EQF). In particular: The Learning Outcomes of the program and the award title are aligned with the European Qualifications Framework and the Cyprus National Qualifications Framework.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for LLB

The Committee is generally satisfied by the programme and is specifically impressed by the following points:

- Students are given the opportunity to support research of professors.
- Students have access to their professors through email and otherwise to receive assistance in their education needs and for student counselling.
- Ongoing assessment of students throughout the semester using different pedagogical techniques giving feedback to the students.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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 LLB

The Committee would suggest to take into account the following points:

- Library hours could be extended especially during examination period.
- More transparency in involvement of students in research assistantship.
- Introduction of double marking policy of examination papers – four-eye principle to apply
- Formalise the practical training
- The sample past examination papers we received on the 8th of September did not give the impression of containing challenging examination questions consistently in order to promote students' critical thinking and consideration should be given to the establishment of an internal assessment Committee.
- Teaching staff often perform the function of student welfare counselors and it would be advisable to revisit this issue and examine its effectiveness.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>LLB</i>	[Title 2]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Choose answer	Choose answer
2.2	Practical training	Compliant	Choose answer	Choose answer
2.3	Student assessment	Compliant	Choose answer	Choose answer

Teaching staff (ESG 1.5)

Sub-areas

- 2.1. Teaching staff recruitment and development**
- 2.2. Teaching staff number and status**
- 2.3. Synergies of teaching and research**

2.1. 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.*

2.2. 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.*

2.3. 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

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

The Teaching staff of the Department of Law of the University of Nicosia consists of highly qualified and internationally educated employees. Many of them received their academic degrees at foreign universities with high reputation. The institution therefore ensures the competence of their teaching staff.

Due to the qualifications and the high motivation of the teaching staff, it can be assumed that the objectives and planned learning outcomes of the study program can be achieved. The qualifications are capable to ensure quality and sustainability of teaching and learning.

The teaching staff is regularly engaged in professional and teaching-skill training and development. For this purpose, there is the Pedagogical Support Unit (PSE) of the University of Nicosia, a unit dedicated to the educational and pedagogical support of faculties and programs. The PSE offers workshops introducing to general educational concepts and theories. Their aim is to promote and encourage innovation and excellence in teaching. Furthermore, the PSU offers tailored learning support for faculty members and programs (e.g. development of a new course or improvement of an existing course or academic program).

To encourage innovation in teaching methods and the use of new technologies there is the e-Learning Pedagogical Support Unit (ePSU) of the University of Nicosia. The ePSU closely collaborates with the PSU and aims to enable to develop innovative, advanced online teaching-and-learning methodologies.

In addition, the Department of Law is subject to two quality assurance committees in order to ensure a continuous quality improvement (UIQAC and QA). Furthermore, assessments are conducted via anonymous questionnaires distributed to the students. The teaching staff thus receives feedback on their teaching performance. Finally, one person does not teach the same course every semester, so variety and development in teaching is guaranteed. Also, all course syllabi are submitted to the course and program coordinators for feedback.

The total number of teaching staff is 43. The program of study comprises 120 to 150 students per year. Considering that the workload includes not only teaching, but also research and multiple administrative tasks, it is questionable if the number of teaching staff is adequate to support the program of study.

In addition to the full-time positions there are part-time positions and Special Scientists.

Research activities are an integral part of the learning process in the Department of Law of the University of Nicosia. All members of the teaching staff show a considerable number of publications. Several employees are involved in research projects with partners outside.

Most of the research outputs are used to enhance the content of the lessons and to enrich the curricula of courses. To create synergies of teaching and research the Department of Law focuses on the following principles:

- The research awareness of the students should be increased in the first years by presenting research results and research processes.
- Students get involved in research. This is reached through project-based learning, involving students as research assistants and encouraging postgraduate students to write publishable essays.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for LLB

- Highly educated and qualified staff teaching specialized subjects.
- The specializations of part-time personnel adequately support the delivery of the LLB modules.
- Special scientists have the necessary qualifications and adequate work experience in order to support the programme.



- Members of staff are research-active in terms of publications, conference activity, grant generating income and international collaborations.
- The university offers monetary incentives to researchers for publications.
- The balance between teaching, research and administration appears reasonable.
- Highly motivated and enthusiastic staff.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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 LLB[Title 1]

- As the number of students increases, the Department should consider increasing the number of teaching staff
- The number of full-time professors should be reconsidered in case of an increase in student population.
- The number of visiting professors could be increased to enhance international visibility of the Department.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	[Title 2]	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Choose answer	Choose answer



3.2	Teaching staff number and status	Compliant	Choose answer	Choose answer
3.3	Synergies of teaching and research	Compliant	Choose answer	Choose answer

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

Sub-areas

- 3.1. Student admission, processes and criteria**
- 3.2. Student progression**
- 3.3. Student recognition**
- 3.4. 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

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

The programme admits students, which fulfill the minimum entrance criteria of an above average high school transcript/diploma and good knowledge of English. The regulations regarding student admission are pre-defined and published. The whole application procedure, including admission guidelines and admission policy statements can be found online (<https://www.unic.ac.cy/admission-requirements/application-procedure/>). The University of Nicosia follows a policy of non-discrimination and the admission therefore relies only on the students' past records.

The access policies, admission processes and criteria are implemented consistently and in a transparent manner.

With regard to student performance monitoring mechanisms, lecturers communicate with academic advisors about the students who are not progressing as they should (according to the corresponding learning week, low performance on a coursework etc.). The academic advisors contact the students directly to identify the reason for their poor performance or lack of participation. Then academic advisors inform lecturers and depending on the reason/s, a collective supporting approach is decided.

The specific process is named 'Monitoring of Students'. The aim is to identify students who are facing challenges at the beginning of the semester (3rd - 4th week) as to be able to support them accordingly. By doing so early enough within the semester, students are able to demonstrate improvement during the remainder of the learning weeks.

Students' progress is continuously assessed throughout the semester, utilizing various methods and techniques such as physical face to face exams, assessments, quizzes (assessed or not assessed), tests, projects, case studies and forum discussions, all designed based on the Learning Outcomes and aims of the course. Hence, students receive feedback regarding their performance throughout the semester and have the opportunity to address any concerns to their Lecturers or/and their Academic Advisors. Through the ongoing feedback lecturers have the opportunity to identify students that may require support. Both formative and summative assessment methods are used.

Furthermore, lecturers provide comprehensive and constructive feedback to students on course tasks, activities and coursework in a structured way so that students can better understand the assessment and relevant requirements.

The University of Nicosia welcomes transfer students from other colleges and universities and accepts courses obtained from current and/or previous studies that are of the same quality and equivalent as courses offered at the University of Nicosia. The regulations regarding student recognition are pre-defined, published and seem to be fair.

Also credits earned at another program/college/university can be transferred to the University of Nicosia. All courses get evaluated individually, based on the University standard and the student's grades. For the recognition is a transcript required with the course description, syllabi and textbooks used. Transfer credits will not count towards the student's Cumulative Point Average – CPA (overall grade). Regardless of the credits transferred, students normally have to complete a minimum of 120 ECTS for a Bachelor's degree at the University of Nicosia (<https://www.unic.ac.cy/admission-requirements/>). Furthermore, the University accepts some national testing programs, credits from professional examining bodies, distance learning and for prior learning from life or work experience. Therefore, regulations regarding student recognition are in place and prior learning is recognised.

The University promotes mobility actively by being part of the mobility program ERASMUS (<https://www.unic.ac.cy/study-abroad/erasmus/>).

The regulations in the Academic Policies of the University (<https://www.unic.ac.cy/wp-content/uploads/2.-Academic-Policies.pdf>) explain which requirements the students must meet to obtain an Academic Award. A Bachelor Degree requires a completion of at least 120 credits/240 ECTS. Thus, regulations regarding student certification are pre-defined and published.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for LLB

- Clear rules on admission procedures, manuals on website
- Opportunities for scholarships

- Clear recognition process for credits earned at other institutions and recognition of work experience
- Student welfare counsellor supervises the student progression and may intervene in case of lower performance

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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 [Title 1]

- Scholarships are granted on a performance basis per semester which may mean some students may start with a scholarship but may lose it in the process due to slightly lower performance in a particular semester leading to hardship for some students
- Continue to ensure integration of refugee students in the university community

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		LLB	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
4.2	Student progression	Compliant	Choose answer	Choose answer
4.3	Student recognition	Compliant	Choose answer	Choose answer



4.4	Student certification	Compliant	Choose answer	Choose answer
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4. Learning resources and student support (ESG 1.6)

Sub-areas

- 4.1. Teaching and Learning resources
- 4.2. Physical resources
- 4.3. Human support resources
- 4.4. 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

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

The teaching and learning environments such as the library and information center, the computer labs and the buildings, where the courses are held, are located around the main campus building. Instructors use research material and case law as teaching and learning resources. Students are actors in the production of research and not merely recipients. In this vein, student research is used in teaching.

As it comes to material and equipment, the students have access to various students' services as library and information center, computing facilities or executive bookstore. The students can seek advice from 13 full-time librarians, their advisors/counselors, or their lecturers. The formal framework is set by the academic calendar and the academic policies of the University. All resources are fit for purpose.

Methods and techniques such as physical face to face exams, assessments, tests, projects and case studies are all designed based on the learning outcome and aims of the course. Therefore, student-centered learning, is taken into account when allocating, planning and providing the learning and teaching resources.

The question if the adequacy of resources is ensured for changing circumstances (change in student numbers, etc.) cannot be answered uniformly. As far as material and aid is concerned, the answer is yes. With regard to the teaching and learning environment (library etc.) an increase in the number of students could lead to space problems.

The program's premises are located in the main buildings of the University. The Library and Information Centre comprises three libraries with a capacity of 250 seats. The IT-infrastructure of the library is adequate. Physical guides and electronic tools such as TeamViewer ensure technical support. Furthermore, the library has a Conference room and a room for mentoring sessions ("Philanagnosia"). Thus, it follows that flexible models of learning are taken into account when planning and providing the library as learning resource.

Students are informed about the services of the library through regular training sessions, training workshops and the librarian team (13 full-time librarians with librarian related degree, 2 part-time librarians and 14 student assistants).

The computing facilities include free access to Office 365, 17 laboratories equipped with modern PC compatible computers and network printers. The design lab is equipped with 3D printer, A3 color printer and A1 plotter. In addition, the University has its own Grid infrastructure and Wi-Fi networks are available in all public areas. Finally, the University has a Virtual Learning Environment (VLE). It consists of two Learning Management Systems (Moodle and LAMS), Content delivery server and a multimedia content development environment.

The physical resources are fit for purpose.

The University provides a process called "monitoring of students" .

Besides the support of the department, students receive individual support through various services. Firstly, the Center for Research and Counselling Services (KESY) provides individualized psychological support for personal challenges as academic or learning disabilities, family issues etc. Secondly, support by the Student Affairs Department. Thirdly, the Academic Advising/Counselling and Support Department counsels students in pre-registration, registration, courses and schedule related issues. All members of the faculty are required to have weekly advising hours in their office. The times have to be convenient for the students and the students have to be informed about this service by the outlines of the courses and the tables on the office door of the lecturer. Fourthly, the Department of Academic Affairs provides a comprehensive and effective student guidance and advising system. Finally, the lecturers counsel the students in any further needs.

The adequacy of resources is ensured for changing circumstances.

The university's support system is available to all the students.

According to the University, students with conditions as physical impairment, learning disability or psychological conditions are students with special needs. The University has taken measures to accommodate the needs of these students. For example, the institution provides physical access to buildings and facilities, psychological/personal counselling services, alternative assessment methods (e.g. more time allowed, oral examinations, etc.) and other measures as and when they are professionally prescribed. In addition, a booklet for Learning Disabilities circulates among faculty members and administrative staff.

The University provides distance-learning programs at Bachelor and Master level. Thus, students who wish to study off-campus (e.g. due to work) can take advantage of e-learning courses in a flexible way (not findable in the UNIC LLB English application, but on the website: <https://www.unic.ac.cy/distance-learning/>).

International students enjoy a special international student support. The exchange starts with a four-week orientation program followed by an active study abroad and Erasmus program with several national or ethnic societies and clubs during the semester (not findable in the UNIC LLB English application, but on the website: <https://www.unic.ac.cy/international-students/>).

The university is committed to educational excellence that encompasses inclusive access to higher education, providing an equal opportunity, open education system that fosters teaching and learning.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for LLB

- The monitoring of student progress can be seen as a best practice.
- Learning resources are of a good standard.
- Student support by counsellors is adequate to support the study programme
- Part-time students are well-accomodated.
- The transfer of credits is well-recognised.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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 LLB

- Law students would benefit from student support at departmental level and from student mentoring

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		LLB	[Title 2]	[Title 3]
5.1	Teaching and Learning resources	Compliant	Choose answer	Choose answer
5.2	Physical resources	Compliant	Choose answer	Choose answer
5.3	Human support resources	Compliant	Choose answer	Choose answer



5.4	Student support	Compliant	Choose answer	Choose answer
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5. Additional for doctoral programmes (ALL ESG)

Sub-areas

5.1. Selection criteria and requirements

5.2. Proposal and dissertation

5.3. 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

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

C. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Committee is very supportive of the LLB programme and did not identify any instances of non-compliance.

The structure and content of the LLB are well-devised. Students are attracted by the modern facilities and infrastructure of the University as well as the interdisciplinary and comparative orientation of the LLB. We have identified a number of strengths such as the small group teaching, the provision of a wide range of elective modules, the interactive learning processes and student welfare support system and very good learning resources. The aims and objectives of the LLB are well outlined in the handbook and in the other publishing materials. The Committee was impressed with the ongoing assessment of students throughout the semester using different pedagogical techniques giving feedback to the students. The teaching staff are considered highly educated and qualified personnel specialized in the subjects they teach. Members of staff are research-active in terms of publications, conference activity, grant generating income and international collaborations and are provided with monetary incentives in order to enhance their research profile. The Committee found that the balance between teaching, research and administration appears reasonable.

The committee was satisfied with its findings and would make some suggestions for improvement of the programme:

- (a) The Department could consider provisions for second marking of assignments and examination scripts as well as of external oversight in cases of disputes of the marks.
- (b) A more holistic and inclusive approach to the development of new orientations, modules and international collaborations would be beneficial.
- (c) A closer contact with the professional bodies such as the Bar Association would provide ideas for further development of the programme and would undoubtedly enhance the employability of its graduates.
- (d) Library hours could be extended especially during examination period.
- (e) Teaching staff often perform the function of student welfare counselors and it would be advisable to revisit this issue and examine its effectiveness.
- (f) When the number of students increases the Department should consider increasing the number of teaching staff and in particular the number of full-time professors.
- (g) Scholarships are granted on a performance basis per semester which may mean some students may start with a scholarship but may lose it in the process due to slightly lower performance in a particular semester leading to hardship for some students.



(h) Continue to ensure integration of refugee students in the university community.

Overall, the committee is pleased to approve the LLB programme and hopes that the foregoing concerns will facilitate its future development and effective implementation. The Department is quite ambitious and has provided a strong programme of study in a challenging international environment.



D. Signatures of the EEC

E.

<i>Name</i>	<i>Signature</i>
Prof. Ramses A. Wessel	
Prof. Brigitte Tag	
Prof. Dora Kostakopoulou	
Melina Pyrgou	
Kyriaki Charalambous	
FullName	

F.

Date: 10-09-2020

