

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:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)

Programme 2 – LLM

In Greek:

Μεταπτυχιακό Νομικής

In English:

LLM

Language(s) of instruction: In English and in Greek

Programme 3 – PhD

In Greek:

Διδακτορικό πρόγραμμα Νομικής

In English:

PhD

Language(s) of instruction: In English and in Greek

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

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. The committee held online meetings with the key stakeholders, including the Dean of the Law School, the coordinators of the programmes, seven students and graduates of the law school, members of the teaching and administrative staff, and others. The visit took place on Tuesday 13th of October between 10:00am – 3.20pm and was followed by a virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities). During the meeting the Committee attended and received copies of the presentations in addition to the pre-circulated material. There were several Q & A sessions which addressed questions raised by the members of the Committee and additional information. The Committee would like to comment favourably on the co-operation and openness of all the participants.

External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof. Ramses A. Wessel (chair)	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	KU Leuven
Kyriaki Charalambous	PhD Student	University of Cyprus

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programmes 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 programmes of study:*
 - *are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *are designed by involving students and other stakeholders*
 - *benefit from external expertise*
 - *reflect 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)*
 - *are designed so that they enable smooth student progression*
 - *are designed so that the exams' and assignments' content corresponds to the level of the programmes and the number of ECTS*
 - *define the expected student workload in ECTS*
 - *include well-structured placement opportunities where appropriate*
 - *are subject to a formal institutional approval process*
 - *result in qualifications that are clearly specified and communicated, and refer 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*

- *are regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *are 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*
- *are reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programmes 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 programmes of study are 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 LLM

The establishment of a high quality LLM programme has been an important step in the development of the School of Law of the University of Nicosia. The programme is delivered using both face-to-face and distant learning modes. The students we interviewed attested the benefits of attending the European Business Law and the Human Rights and Social Justice specialisations. The LLM programme has a clear purpose and clear objectives. Furthermore, it has explicit intended learning outcomes. All relevant stakeholders (faculty/staff, students, employers, professional bodies) have an input in the program's development process (a new programme goes through an Internal Program Evaluation Process (IPEP)). The programme aims to impart career-advancing knowledge and skills and highlights special legal issues that are of great theoretical and practical importance, encouraging a comparative approach to legal science, within the contemporary European context. The University's application provides a detailed overview of each course offered in the degree's curriculum. The criteria for and method of assessment, as well as criteria for marking, is available online through the University's website, including the assessment methods.

The selection of modules is well designed and facilitates the professional development of the students. The duration of studies is 1.5 year (3 semesters, 90 ECTS) or 1 year, with the option to write a master thesis. The Committee acknowledges the flexibility that an optional LLM thesis might offer to students who wish to obtain professional skills, but would also encourage the School of Law to rethink the possibility to make the LLM thesis mandatory while at the same time shorten the LLM thesis ECTS awarded (to for instance between 12 to 18 ECTS). The Committee values a final thesis as a proof that student can do independent research. At the same time, 30 ECTS is quite a large part of the programme and lowering the number of ECTS would provide room to follow additional courses.

The University is subject to Internal Quality Assurance carried out by the University Internal Quality Assurance Committee (UIQAC). The School of Law applies its own quality assurance controls with a committee, which is chaired by the Dean and consists of the HoDs, the coordinators and senior faculty members. The Council of the Department of Education appoints internal and external evaluations who are responsible for the evaluation of the programme. The Internal Evaluation Committees have been set at the level of the University and Departments, following the guidelines that were set by the Cyprus National Agency for Quality Assurance (LLM Application, p. 17 f.). Each Department at the University of Nicosia has a Quality Assurance committee composed of the Head or Associate Head of Department, one faculty member and one student representative in the third year of studies. It is questionable if one student can represent all students of the Law Department (PhD Application, B 9, p. 18).

Based on the given information, the quality assurance of the programme of study supports the organization of the quality assurance system by considering different stakeholders and by being designed as a multilevel system, which can indicate a strive for higher quality assurance.

There are quality assurance measures for both teaching and students. The teaching is evaluated by internal and external evaluators and must achieve a certain quality, which is a measure to support responsibility in meeting a certain standard. The quality is measured and evaluated according to predefined criteria and the policy for quality assurance facilitates the progression of students. There

are sufficient mechanisms in practice to ensure academic integrity and to combat fraud (Turnitin). However, the Committee was not able to find official regulations on combating academic fraud in relation to data protection guidelines. There are internal university regulations regarding plagiarism.

The committee was not able to read the University's anti-discrimination and equality policies because the relevant web page was under construction. The University of Nicosia has developed a comprehensive monitoring system that supports students in case of difficulties and helps them to maintain their performance. It involves lecturers and academic advisors and works through feedback. The provision of support to students who might face difficulties was appraised by the students we interviewed.

All information regarding the program of study is readily accessible through the University's website. Based on the documents provided and the online site visit, it is our opinion that the information for the effective management of the program of study is adequately collected, monitored and analysed. UNIC provides a clear profile of the student population and ensures student participation and thus their satisfaction with their programs.

Findings for PhD

The establishment of a high quality doctoral programme increases the international profile of the Law School and of the University of Nicosia. The contribution of such a programme to the Cypriot legal community and the wider society cannot be underestimated. Although the PhD programme is a relatively recent development, it has attracted circa 21 students from Cyprus, Greece, Italy, Israel, Jordan and from other countries. The students interviewed by the Committee commented very positively about the programme and indicated that the level of supervision, the links between the University of Nicosia and other professional bodies in the countries, and the research profile of the teaching staff of the School of Law were reasons influencing their decision to enroll to the programme. 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 excellent support, timely supervision and research materials. To this end, 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 are instrumental.

The School of Law offers a full time PhD programme. There is no provision for a part-time PhD in Law, but the Committee observed that in practice PhD students who are also practicing lawyers might take more than 3 years to complete it. The admission criteria are well-defined and publicly available. They are appropriate and comparable to those pertaining to other higher education institutes. The School admits graduates from non-legal but related disciplines. This involves a certain level of risk with regard to the legal knowledge and skills to do a PhD in law and the Committee would suggest the close monitoring of such risks.

During the first year of study all PhD students have to attend a Research Methodology course which is regularly reviewed and updated. In addition, they need to submit a Research proposal of 10.000 words which needs to be evaluated by a School Committee. Such a mechanism of selection ensures the smooth operation of the programme as it allows the progression of fully committed and able students. The stages for the completion of the PhD programme are clearly specified in the application and the University's guidelines. The composition of the final examination Committee is also specified and ensures academic integrity and independent judgment. The Committee welcomes the fact that the Supervisor cannot be a member of the examining Committee and noted the regulations pertaining to the outcome of the oral examination

of the PhD students. As a rule, the PhD thesis has a maximum length of 80.000 words, but a more flexible upper limit is advised, also to allow for more comprehensive legal studies. The level of support offered to PhD students is appropriate (in particular, library resources and facilities, student welfare support and counseling services) but the Committee would also recommend the provision of more office space for those who need it as well as a dedicated budget for conference attendance and other research activities.

The Committee also noted that Supervisors in the Law School are rewarded for the work in monetary terms and that this work is credited with respect to promotion. The involvement of junior staff in supervision would not pose any problems if there is a senior co-supervisor.

Strengths

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

Strengths for LLM

The structure and content of the LLM 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 LLM. 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.
- Policy for quality assurance of the programme of study supports the organisation of the quality assurance system through appropriate structures, regulations and processes.

Strengths for PhD

The Committee would like to summarise the strong points of the PhD programme as follows:

- The programme of study is designed so that it enables smooth student progression.
- The programme of study is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS.
- Very good library facilities for example a very broad range of E-books and other learning resources.
- Effective use of Turnitin as an anti-plagiarism tool.
- Very good student welfare support system.
- Partial scholarships offered.
- Very good online support, especially during Covid-19.

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 LLM

- 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.
- 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.
- The Committee acknowledges the flexibility that an optional LLM thesis might offer to students who wish to obtain professional skills, but would also encourage the School of Law to rethink the possibility to make the LLM thesis mandatory and on the other hand to shorten the LLM thesis ECTS awarded (for instance between 12 to 18 ECTS).

Areas of improvement and recommendations for PhD

- The Committee's suggestions for improvement were noted in the section on findings above.
- To reiterate, we would suggest that the Law School considers the issue of part-time PhD students and the risks that might be involved in admitting students from non-legal backgrounds.
- It would also suggest the revisiting of the maximum length of 80.000 words for the PhD thesis with a view to adopting a more flexible upper limit.
- The involvement of junior staff in supervision would not pose any problems if there is a senior co-supervisor and a full Professor has the ultimate responsibility for the quality.

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

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

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 LLM

Based on the evaluation conducted by the Committee, as well as on the application for evaluation, the Committee is happy with the process of teaching and learning of the law program (LLM, 1,5 Year -90 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. The university has a special needs policy (LLM Application, Annex 5, p. 263) as well as a great support infrastructure when facing either academics or personal issues (LLM Application, B 12, p. 28–30). Additionally it should be noted that the Department of Law offers the same program of studies in distance learning mode (LLM Application, B 2, p. 10) as well as the option to conduct the program part time (<https://www.unic.ac.cy/law-llm-1-5-years-or-3-semesters-in-english/>), which with the mostly elective courses enables flexible learning.

Moreover, students are encouraged to take an active role in creating the learning process, as follows. Since some courses require active participation (LLM Application, Annex 2, p. 74 and 92) and presentations (LLM Application, Annex 2, p. 92) as an assessment for their completion, students are not just encouraged but obliged to take an active role in creating the learning process for other students. Furthermore, most of the courses include general and weekly forum discussions (LLM Application, Annex 5, p. 256). Beyond that, students are involved in research activities (LLM Application, B 10, p. 25) which are incorporated into the specialized courses, whereby they help shaping the lectures and the learning process. Finally, the University of Nicosia has a University Internal Quality Committee (UIQAC) and QA committees in each department which inter alia ensure the quality of teaching and learning and include student representatives (LLM Application, B 9, p. 17–18). Assessment of the program is also conducted by the students via anonymous questionnaires (LLM Application, B 9, p. 18) and thereby may influence future lectures. Overall, students are involved in the design of course learning activities (LLM Application, Annex 5, p. 256).

The university promotes and encourages student interaction and feedback during curriculum design, teaching as well as during 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 (LLM Application, Annex 5, p. 254; see also <https://www.unic.ac.cy/useful-resources/student-handbook/student-privileges-and-responsibilities/rights-of-students/>).

Pursuant to the documentation reviewed, the University of Nicosia facilitates a student-centered learning environment that promotes active self-learning (Academic Policies, 2.1, p. 4 <https://www.unic.ac.cy/academic-calendar/academic-policies/>). Moreover, the students are largely free to structure the program and choose the courses they want to attend, fostering students' autonomy (LLM Application, Table 1 and 2, p. 35–36); for the possibility to take pass or fail courses as well as to drop and add courses: Academic Policies, 2.12., p. 13 and 2.16.4, p. 16 <https://www.unic.ac.cy/academic-calendar/academic-policies/>). There is also a possibility to earn Credits from life/work experience, other achievements or independent study (Academic Policies, 2.7.8, p. 10 and 2.17.2, p. 17 <https://www.unic.ac.cy/academic-calendar/academic-policies/>).

The process of teaching and learning is flexible, considers different modes of delivery, and facilitates the achievement of planned learning outcomes. A variety of pedagogical methods are being used (LLM Application, Annex 5, p. 255), they include lectures, individual projects, group projects, case-study-analysis, video-streamed courses, forums, final exams (e.g. LLM Application, Annex 2, p. 49) as well as interactive dialogues (LLM Application, Annex 2, p. 73). For students with special needs flexible options are provided such as alternative assessment methods (LLM Application, Annex 5, p. 263). Furthermore the University of Nicosia formed an e-Learning Pedagogical Support Unit (ePSU) and a Pedagogical Support Unit (PSU) that offers either professional development workshops for the faculty or tailored learning support for faculty members and programs in order to promote and encourage innovation and excellence in teaching, learning and assessment (LLM Application, Annex 4, p. 240–241). The teaching methods, tools and material used in teaching support the use of modern educational technologies and are regularly updated. 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.

The teaching personnel is provided with training opportunities in teaching method, adult education and new technologies on the basis of a structured learning framework (LLM Application, Annex 5, p. 273). Additionally, the ePSU, which is responsible for developing the University's Pedagogical and e-Learning Strategy aiming to enable the faculty to develop innovative, advanced online teaching-and-learning pedagogical methodologies in their courses (LLM Application, Annex 4, p. 240), introduces these methodologies to Distance Learning to faculty members for application in their courses (LLM Application, Annex 4, p. 243). In terms of their topicality, as per the University's Internal Rules and Regulations, all programs and courses undergo periodic review based on the feedback from the industry, alumni, students and professional associations (LLM Application, Annex 5, p. 253). With regards to the course materials used for teaching, they must be updated by the lecturer at the beginning of every semester according to the University's policy (LLM Application, Annex 5, p. 255). Considering the tools, the University offers good Internet services and is equipped with a computer centre, including modern computers, which are being updated every two years (LLM Application, Annex 4, p. 219). The University of Nicosia Library and Information Centre comprises of three libraries with seating capacity of 250 seats and free access (on- and off-campus) to millions of electronic articles and over half a million electronic books (LLM Application, Annex 4, p. 217–218), that are being regularly reviewed (LLM Application, Annex 4, p. 218). Additionally, access to Cyprus-specific databases such as CyLaw (Cyprus Bar Association) or Leginet is provided and all the PhD theses and MA theses from the Department of Law graded "A" can be found (LLM Application, Annex 4, p. 219).

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 an impressive 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.

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. Firstly, the teaching methodology consists of individual projects with personal guidance as well as group projects (e.g. LLM Application, Annex 2, p. 49, 52, 55 etc.), which helps students improve their social skills without neglecting the individual development. Secondly the specification of minimum and maximum numbers of students in each classroom (and in the class-sections in general: max. 30 [LLM Application, Annex 5, p. 254]) allows constructive teaching and communication (LLM Application, Annex 5, p. 252). Lastly, the students are given support when facing difficulties either by academic counselling provided by different instances or in case of personal challenges by the centre for research and counselling services (KESY), where students learn coping skills (LLM Application, B 12, p. 28–30). When conducting a Final Year Project or an MA-Thesis, students are supported by individual supervisors mentoring them throughout the process (LLM Application, B 12, p. 30).

The 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.

The criteria for and methods 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, the learner activities and assessment methods.

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.

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. The Assessment methods are particularly stated out in the course syllabi online (LLM Application, Annex 5, p. 256) and therefore accessible by the students. Mostly the assessment consists of interim individual study and a final essay/final exam, also occasionally assignments, examinations, participation, projects (LLM Application, Annex 2, p. 74) as well as presentation of material (LLM Application, Annex 2, p. 92). Student's progress is moreover continuously assessed throughout the semester, utilizing various methods and techniques such as physical face to face

exams, assessments, quizzes, tests projects, case studies and forum discussions (LLM Application, B 12, p. 28). Course syllabi and outlines are developed based on ECTS requirements ensuring uniformity across the University of Nicosia (LLM Application, Annex 5, p. 253) and objectivity. Credits are awarded to students after completion of the learning activities required by the program and the successful assessment of the expected learning outcomes (Academic Policies, 2.7.2, p. 8 [<https://www.unic.ac.cy/academic-calendar/academic-policies/>]). Finally, interim individual study, projects, and presentations during the semester support the development of the students.

The Examinations Regulations together with the grading system (and criteria for marking are explained in the Academic Policies (2.11, p. 12; 2.19.4, p. 19 [<https://www.unic.ac.cy/academic-calendar/academic-policies/>]), which the students are advised to read carefully (2.2., p. 4). In accordance with the Academic Policies all major examinations must be announced in advance (2.19, p. 19). However, it is not fully clear to the Committee how the assessment methods of the different courses are shaped; for example, if the final exam consists of an oral or written exam or potentially of a multiple-choice-exam. Furthermore, no old exams, which could serve the students as trial tests or as guidelines, could be found on the website. Also from the course syllabi it is not apparent how the interim individual study and the final exam are weighted for the final grade.

As progress is continuously assessed throughout the semester (LLM Application, B 12, p. 28) the students repeatedly have the opportunity to demonstrate their acquired knowledge. Hence, they receive feedback regarding their performance and can address any concerns to their lecturers or Academic Advisors (LLM Application, B 12, p. 28). The latter provide comprehensive and constructive feedback on tasks/activities/coursework within a fixed time period and in a structured way so that the students benefit from a better understanding of the assessment and relevant requirements (LLM Application, B 12, p. 28).

Most of the course syllabi do not state the lecturer/teacher. The courses where a responsible lecturer has been indicated (LLM Application, Annex 2, p. 59, 81, 84) do not contain any information regarding the examiner.

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.

Unfortunately, this evaluation criterion cannot be fully assessed since neither the application nor the resources available on the Internet provide sufficient information on the learner-teacher-relationship, apart from the commitment of the Department of Academic Affairs to provide and maintain a student-oriented environment, where students are respected and treated as mature and responsible individuals (Academic Policies, 2.1, p. 4 [<https://www.unic.ac.cy/academic-calendar/academic-policies/>]).

Unfortunately, it also remains unclear what the practical training contains and how it is organized in order to achieve the practical learning outcomes (besides information provided in Academic Policies, 2.17.3, p. 17 [<https://www.unic.ac.cy/academic-calendar/academic-policies/>]). Nevertheless, the University of Nicosia maintains contacts with professional associations and the Cypriot market through the Advisory Council when creating or updating existing courses, which is valuable in bridging the gap between theory and practice. Through regular consultation sessions, stakeholders are able to provide recommendations on the development of new programs and courses as well as the quality of existing ones (LLM Application, Annex 5, p. 260).

According to the Academic Policies, students wishing to dispute their semester grades have up to one month after the announcement of results to demand a second marking of their paper by

completing a Grade Petition Form available at the Department of Academic Affairs (2.19.1, p. 19 [<https://www.unic.ac.cy/academic-calendar/academic-policies/>]).

More than an adequate number of full-time faculty members have relevant formal and fundamental qualifications for teaching in the specific program of study (LLM Application, Annex 5, p. 258). Additionally, the PSU supports all faculty members in educational and pedagogical aspects of teaching including the execution of assessments (LLM Application, Annex 4, p. 240) by offering inter alia professional development workshops (LLM Application, Annex 4, p. 241).

As already mentioned, the university offers students with special needs alternative assessment methods such as more time allowed, oral examinations etc. (Academic Policies, 2.22, p. 21 [<https://www.unic.ac.cy/academic-calendar/academic-policies/>]). Student that miss a final examination due to unavoidable absence are given the opportunity to take a make-up examination (Academic Policies, 2.19.3, p. 19). In general, students who want to improve their grade are free to repeat the course (Academic Policies, 2.17.1, p. 17). Moreover, students have the privilege of submitting petitions requesting special permission for exemptions from regulations (Academic Policies, 2.20, p. 20).

Findings for PhD

Since the program consists of only one course from which the doctoral students can be dispensed, no conclusions can be drawn on the process of conventional teaching. Nevertheless, in our opinion the program supports students' individual and social development due to the following reasons. The students' individual development is ensured by the continuous guiding/help by their Supervisor and monitoring. Social development on the other hand is supported inter alia through the aim to educate students on how to disseminate research through presenting their work in academic conferences or seminars, the defence/presentation of the thesis, the possibility to undergo training of personal skills by the Supervisor. Additionally, the objective for an annual intake of up to 10–12 students and the university's internal limit for supervisors to oversee a maximum of 5 PhD students guarantees personal care on a high level and therefore involvement. Lastly, the students are granted support when facing difficulties/personal challenges by the centre for research and counseling services (KESY), where the students learn coping skills.

The process of teaching and learning is flexible, considers different modes of delivery, and facilitates the achievement of planned learning outcomes. The structure and content catered to individual students is primarily shaped by each student's research interests and their interaction with their Supervisor. Furthermore, the constant monitoring ensures that the students achieve their learning outcomes and adhere to the given time frame as much as possible.

The students have to take an active role both with regards to the content such as the design and the execution of an independent research project together with the thesis as well as with regards to their progress due to the time limit of eight years. The students in the program are encouraged to work independently but can refer to their Supervisor for any matters. The Supervisor must maintain regular and frequent contact with the students.

Considering the tools, the findings are consistent with those of the LLM-program. The University of Nicosia offers good Internet services. (incl. Moodle, WebEx) and is equipped with a Computer Centre, including modern computers, which are being updated every two years. The University of Nicosia Library and Information Centre offers the necessary facilities.

Regarding the mutual respect within the learner-teacher relationship, the findings are consistent with those for the LLM-program. The University of Nicosia provides flexible options, adaptable to the personal or special needs of its students. It has a Special Needs policy as well as a considerable support infrastructure when facing either academical or personal issues.

Students who have problems with their supervisory arrangements are encouraged to try to reconcile these with their supervisors where possible. However, they are free to discuss their problems with the DPPC's coordinator. In exceptional circumstances the Vice Rector for Faculty and Research may request that a Special Supervisory Team be convened to address the problem. Students are also free to contact the Vice Rector for Faculty and Research. This discussion should remain confidential if the student wishes so.

Based on the following findings, it can be stated that the assessment appears consistent, fairly applied to all students and carried out in accordance with the stated procedures.

The PhD program requires the completion of at least 180 ECTS, 60 of which is allocated to the preparation and successful defense of the research proposal (in front of the Supervisory Team [PhD Application, Annex 2A, p. 51]), while the remaining 120 is allocated to the preparation and successful defense of the thesis (PhD Application, B 4, p. 11, p. 49). As the students have the opportunity to prepare and defend a research proposal, suggestions for improvement can be made by the Supervisory Team leading the student to develop and giving the possibility to detect early possible errors in the final thesis. As already stated, the students' progress is reviewed on an annual basis by the DPPC, which decides if the student is allowed to proceed their studies (PhD Application, Annex 2A, p. 52). This decision is made on the basis of written reports of the supervisory team and the student, completion of required work, Final Research Proposal etc. (PhD Application, Annex 2A, p. 52) and is therefore transparent and objective. Due to this annual review the students are required to consistently develop and improve in order to fulfill the requirements of the DPPC. Supervisors may raise concerns about the lack of progress at the first available Supervisory Team Meeting, in case of acute and severe problems to the DPPC's coordinator and the Vice Rector for Faculty (PhD Application, Annex 2A, p. 53). Where a Supervisory Committee intends to recommend to the DPPC that a student's doctorate studies are to be discontinued, the student must be given the opportunity to discuss the situation with the DPPC and may request a review of the recommendation. In this case a Review Committee is formed (PhD Application, Annex 2A, p. 53).

The examination Committee (one external and one internal examiner, who has not supervised the student) appointed by the DPPC is responsible for conducting the Doctoral Thesis Defence and Examination and assessing the student in relation to the award of the Doctoral Degree. Usually It is chaired by the Department Postgraduate Programme Co-ordinator DPPCo who additionally ensures that the associated administration of the examination is completed satisfactorily but does not examine the thesis and has no voting rights (PhD Application, Annex 2A, p. 54). The student receives a detailed report substantiating the decision and the recommended outcome of the examination from the Examination Committee (PhD Application, Annex 2A, p. 55). In all possible outcomes except Unconditional Pass the examiners should provide detailed feedback to the student with regards to the outcome of the examination. The assessment conducted appears overall appropriate, transparent and objective. According to the Code of Practice and Regulations for Doctoral Programmes DPPC and Departments continually monitor student's progress also on an informal basis, so that problems can be addressed at the earliest possible stage (PhD Application, Annex 2A, p. 58).

The criteria for and method assessment are described in-depth in the internal regulations of the program (PhD Application, Annex 2A, p. 52–53; 54–56), but cannot be found on the university's

website. Special criteria for marking are likewise not detectable in the internal regulations of the program.

The yearly review by the DPPC as well as the oral defence of the thesis allow students to demonstrate the extent to which they have achieved their learning outcomes. In both cases the students receive feedback. The oral examination as a part of the Doctoral Degree Thesis Defence gives the students the opportunity to defend the thesis through high level debate with experts and allows the examiners to check the thorough understanding of the theoretical framework, issues, method and statistical analysis involved.

The Supervisory Team (3), the DPPC (3) as well as the Examinations Committee (2) are formed of several members.

Doctoral Degree students can complain about any issue relating to their studies and appeal against the outcome of the examination of their thesis and/or any decision concerning a progress-related issue. Complaints and appeals must be submitted in writing and within 10 days to the DPPC's Coordinator and then to the Office of the Vice Rector for Faculty & Research.

All supervisors receive a copy of the regulations for doctoral programs annually. All new members of staff receive an induction by the Office of the Vice Rector for Faculty & Research concerning supervision arrangements. Inexperienced staff members who have not supervised through to completion are required to attend the University's training for research students' supervisors (PhD Application, Annex 2A, p. 52). Given that the Main Supervisor and at least one other member of the Committee must be faculty members of the associated Department or School, the University's Internal Regulations on the Ranking Criteria of Faculty are relevant. As stipulated, all Teaching Research Faculty at the minimum rank of Lecturer must hold a Doctorate in their respective research areas as well as demonstrate the potential for high-level teaching and scholarly work (PhD Application, Annex 4, p. 237). All Teaching Research Faculty of the University hold the necessary academic qualifications and experience for the supervision of specific dissertations (PhD Application, Annex 4, p. 238).

Members of the examination Committee must be experts in the fields of the student's thesis. Moreover at least one of the examiners should have experience of examining doctorate degree students. An examiner with no previous doctorate degree examination experience will only be approved if she/he has experience of supervising a degree student, attended a workshop on the examination of doctoral degrees and acted as an observer in an examination (PhD Application, Annex 2A, p. 54). The DPPC consists of three Teaching Research Faculty holding the rank of Professor or Associate Professor (PhD Application, Annex 2A, p. 47).

The students are allowed to one re-submission/re-examination in case their Doctoral Degree Examination Outcomes is subject to minor amendments to be completed or needs to be partly rewritten (PhD Application, Annex 2A, p. 56). As already stated, it remains unclear how students with special needs are being considered in this program when conducting research/writing a thesis (e.g. larger time frame for completion).

Strengths

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

Strengths for LLM

- The program with the University's institutions ensures a constant support to its students in order of achieving their educational goals by providing them with either academical or personal counselling.
- The program offers great flexibility in terms of the elective courses, the part time option and the earning of ECTS so that the students can adapt it to their personal needs.
- The formation of a Pedagogical Learning Unit shows the University's continuous efforts to provide its students didactically high-quality teaching.

Strengths for PhD

- The program with the University's institutions ensures a constant support to its students in order of achieving their educational goals by providing them with either academical or personal counselling.
- The program offers great flexibility in terms of the elective courses, the part time option and the earning of ECTS so that the students can adapt it to their personal needs.
- The formation of a Pedagogical Learning Unit shows the University's continuous efforts to provide its students didactically high-quality teaching.

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 LLM

- Even though it is clearly mentioned that the program involves practical training, it is not clear to us to which extent: (i) practical and theoretical studies are interconnected; as well as (ii) how the organization and content of practical training support the achievement of planned learning outcomes and/or meet the needs of the stakeholders. The committee recommends that the extent of the practical training should be specified.
- If such practical training were found to be weak, our recommendations would include:
 - Meeting and courses with legal experts from the practice;
 - Visits of courts and other relevant places as part of classes (which would also show that the practical and theoretical studies are interconnected);
 - Moot courts;
 - Possibilities for LLM students to participate in local (or virtual) international conferences.

Areas of improvement and recommendations for PhD

- It is not clearly outlined how the mutual respect within the learner-teacher relationship is promoted. Mutual respect between students and staff could be promoted by organizing informal gatherings at the beginning of the semester for the purpose of getting to know each other.

- The Committee would also recommend the provision of more office space for those students who need it as well as a dedicated budget for conference attendance and other research activities.

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

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

3. Teaching staff (ESG 1.5)

<p><u>Sub-areas</u></p> <p>3.1 Teaching staff recruitment and development</p> <p>3.2 Teaching staff number and status</p> <p>3.3 Synergies of teaching and research</p>

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

You may also consider the following questions:

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

Findings

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 LLM

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 number of staff involved in the LLM teaching is 14 (on the basis of the presentation; 16 in the documentation – LLM application p. 41). In addition to the full-time positions there are part-time positions and Special Scientists. Depending on the number of students per year and considering that the workload not only consist of teaching, but also of researching and multiple administrative tasks, it is questionable if the number of staff is adequate, especially since some of the staff is teaching up to 12 periods per week.

At the same time, research activities are an integral part of the learning process in the Department of Law of the University of Nicosia. Despite the teaching load, 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.

Findings for PhD

The number of the teaching staff is 11. Also depending on the number of PhD students, the number of the teaching staff seems adequate to support the programme of study.

The teaching staff status (rank, full/part time) is appropriate to offer a quality program of study.

Strengths

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

Strengths for LLM

- Highly educated and qualified staff teaching specialized subjects.
- The specializations of part-time personnel adequately support the delivery of the LLM 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 overall balance between teaching, research and administration appears reasonable.
- Highly motivated and enthusiastic staff.

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Strengths for PhD

- As above.
- The Committee was impressed by the highly qualified and internationally educated staff with diverse fields of expertise.

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 LLM

- The Department should consider keeping the number of teaching staff line with an increase in student numbers.
- 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 PhD

- As above.

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

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

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

<p><u>Sub-areas</u></p> <p>4.1 Student admission, processes and criteria</p> <p>4.2 Student progression</p> <p>4.3 Student recognition</p> <p>4.3 Student certification</p>
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<p>4.1 Student admission, processes and criteria</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> • <i>Pre-defined and published regulations regarding student admission are in place.</i> • <i>Access policies, admission processes and criteria are implemented consistently and in a transparent manner.</i> <p>4.2 Student progression</p> <p><u>Standards</u></p> <ul style="list-style-type: none"> • <i>Pre-defined and published regulations regarding student progression are in place.</i> • <i>Processes and tools to collect, monitor and act on information on student progression, are in place.</i> <p>4.3 Student recognition</p>
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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 LLM

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 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.).

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.

Findings for PhD

As above. Pre-defined and published regulations regarding student admission are in place (<https://www.unic.ac.cy/admission-requirements/>; PhD Application, B.5., p. 12 f.; PhD Application, Annex 2A, p. 47 f.)

Admission processes and criteria are implemented consistently and in a transparent manner. The possibility of interviewing prospective students was raised during the online visit. The Law School has predefined and published regulations regarding student progression (PhD Application, B.12, p. 28 f.; for academic progression: Academic Policies, p. 12 f., <https://www.unic.ac.cy/academic-calendar/academic-policies/>).

Processes and tools to collect, monitor and act on information on student progression, are in place (see PhD Application, B.12, p. 27 f.):

The Committee could not ascertain the pre-defined and published regulations regarding student recognition because the relevant web pages are under construction (<http://www.kysats.ac.cy/index.php/en/nomothesia/kanonismoi>).

Strengths

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

Strengths for LLM

- Processes and tools to collect, monitor and act on information on student progression
- Clear information about student admission (easy accessible)
- Opportunities for scholarships
- Appropriate student welfare services
- A wide range of elective modules
- Small group teaching
- Continuous feedback

Strengths for PhD

- As above.
- Clear guidelines and the possibility for professionals to carry out PhD research.

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 LLM

- The Committee was not able to find the procedures concerning the Scholarships on the LLM.
- The LLM Application does mention the KYSATS (the Cyprus Council of Recognition of Higher Education Qualifications). Yet, the Regulations are not accessible online at the moment (<http://www.kysats.ac.cy/index.php/en/nomothesia/kanonismoj>).

Areas of improvement and recommendations for PhD

-
- As above.
- The School admits graduates from non-legal but related disciplines. As also indicated above, this involves a certain level of risk regarding the legal quality of the scientific output and the Committee would suggest the close monitoring of such risks.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
			<i>LLM</i>	<i>PhD</i>
4.1	Student admission, processes and criteria		Compliant	Compliant
4.2	Student progression		Compliant	Compliant
4.3	Student recognition		Compliant	Compliant
4.4	Student certification		Compliant	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*

- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

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

Findings

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 LLM

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.

With regard 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 online 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 affirmatively, concerning material and support. With regard to the teaching and learning environment (library etc.), an increase in the number of students could lead to space problems in the future.

The program's premises are located in the main buildings of the University and study places are available. 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 and they commented very positively on the availability and the broad range of online books during the virtual visit.

The computing facilities are up to date and 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.

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 assists students in pre-registration, registration, courses and schedule related issues. The adequacy of resources is ensured for changing circumstances.

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 Master level and students who study off-campus can take advantage of e-learning courses in a flexible way.

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.

- As above.

Strengths

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

Strengths for LLM

- 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. The University's infrastructure comprises of 20 buildings housing state-of-the-art teaching/learning spaces to accommodate modern teaching and learning methods, fully equipped laboratories and one of the largest libraries in Cyprus (LLM Application, Annex 4, p. 217 ff.).
- The students have access to various students' services as library and information center, computing facilities or executive bookstore. Course relevant material is mostly provided through the lecturers (e.g. provides the lecturer of the course "Fundamental Rights in Media and in the Internet" PowerPoint presentations, detailed study guide, video-streamed courses, online material etc.). The lecturers are responsible for updating the materials used for their teaching (LLM Application, Annex 5, p. 255 and p. 270). Lecturers in general use research material and actual case-law The University of Nicosia strongly links research activity to teaching (LLM Application, B 10, p. 26 f.).
- Students are always at the centre of attention and the University facilitates a student-centred learning environment that promotes active self-learning and imparts life-long learning skills and competences to students (LLM Application, B 12, p. 28). The University of Nicosia distributes anonymous questionnaires to the students to self-assess her plans for the learning and teaching (LLM Application, B 9, p. 17 f.). Further, the University has an advanced e-learning Strategy, which enables the students to learn flexible online (LLM Application, Annex 4, p. 240).
- The infrastructure is very modern and human resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the LLM.

Strengths for PhD

- The adequacy and accessibility of teaching and learning resources is as mentioned above. The students have access to various students' services as library and information center, computing facilities or executive bookstore. Course relevant material for the only compulsory course "Legal Research and Methodology" is provided through the lecturer of the (e.g. video-streamed courses; PhD Application, Annex 1, p. 45). The content of the PhD programme is well structured (PhD Application, B 1, p. 9), but there is only one compulsory course (PhD Application, Annex 1, p. 43).
- The objective of the programme is for an annual intake of up to 10-12 students. The physical resources seem adequate to support the study programme but more resources need to be allocated if the annual intake of PhD students increases.
- The students are informed through the PhD Application process and the Website of the University of Nicosia.

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 LLM

- The provision of more information about the level of support that mature students could expect would be welcome.

Areas of improvement and recommendations for PhD

- As above.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*

- *support for writing research papers*
- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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.

- Student admission requirements as well as the selection procedures are defined in the PhD Application form (PhD Application, B 5, p. 12 f.). The criteria that the potential students need to meet for admission are (1) Academic Qualifications, (2) Application Form, (3) Curriculum Vitae, (4) Letters of Recommendation, (5) English Language Proficiency, (6) Publications, (7) Initial Research Proposal and (8) Statement of Purpose. After that, the university might do individual interviews and then make a final evaluation, taking into account the overall quality, merit and feasibility of the research proposal, the quality of the prior research work of the candidate and the candidate's academic and other relevant qualifications as included in the curriculum vitae and the applicant's performance during the individual interview.

- The stages of completion are set out in the PhD Application, Annex 2A, p. 49.

The Doctoral Degree entails the following stages:

- a. Attendance of a number of postgraduate courses offered, which the DPPC considers necessary for the student.
- b. Successfully passing any examinations/assessments/assignments for various courses offered at Doctoral Level (e.g., Research Methodology)
- c. A comprehensive exam (where applicable)
- d. The Writing of the research proposal
- e. Submission and defence of the research proposal before the Supervisory Team (where applicable)
- f. Research work by the student under the guidance of the Supervisory Team and writing up of the Thesis
- g. Submission of the Thesis; this can take place at least 3 years after the enrolment of the student in the Doctoral Degree programme
- h. Defence of the Thesis before the Examinations Committee

- The minimum (3 years) and maximum (8 years) time for completion of the programme are included in the PhD Application, Annex 2A, p. 49.

The PhD Application also envisages a comprehensive exam (where applicable) and any other exams associated with courses offered at Doctoral Level (PhD Application, Annex 2A,

p. 49). The design of the comprehensive exam is determined by the Department and School (PhD Application, Annex 2A, p. 50). The course “Legal Research and Methodology” is the only course offered (PhD Application, Annex 2A, p. 50). The examination is an interim individual study and a final essay/final exam. The PhD Application contains no further information and the Website of the PhD is only available in Greek, although the course is offered in Greek and English. The given information lacks of details.

For the award of the Doctoral Degree, the student is required to submit a “Detailed Research Proposal” (10.000 words) for approval within 12 months of initial registration to the Department Doctoral Programme Committee [PhD Application, B 4, p. 11 and Annex 2A, p. 49]). The preparation and successful defence of this proposal is part of the PhD Programme. During the whole programme the research activity of the student is overseen by a main supervisor, as well as two additional members of a supervising committee (PhD Application, B 4, p. 11).

- The criteria for obtaining the Ph.D. degree are contained in the PhD Application, B 4, p. 11 and Annex 2A, p. 49.

The award of a Doctoral Degree thus requires as a minimum:

- a. Successful completion of the postgraduate courses (where applicable)
 - b. Pass in the comprehensive exam (where applicable) and any other exams associated with courses offered at Doctoral Level.
 - c. Approval of the final research proposal by the relevant DPPC and supervisory committee (where applicable)
 - d. Successful Defence of the Thesis
 - e. Publication of journal articles and/or presentation in research conferences (where applicable)
- Specific and clear guidelines for the writing of the proposal are established and can be found in the PhD Application, B 4, p. 11. For the Thesis, see PhD Application, Annex 2A, p. 59 f.
 - The required length of the Research Proposal is 10.000 Words (PhD Application, B 4, p. 11) while the length of the thesis is approximately 80.000 words excluding appendices and footnotes, as long as the latter do not contain substantive arguments (PhD Application, Annex 2A, p. 60).
 - Specific and clear guidelines for the writing of the dissertation are set regarding 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 (see PhD Application, Annex 2A, p. 62 f).
 - There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct. The University of Nicosia utilizes Turnitin®, state-of-the-art plagiarism detection software in all courses and work submissions. The PhD Application states that plagiarism is considered a major offence at the University and disciplinary actions are taken at the Department and Senate level according to the relevant regulations (PhD Application, B 9, p. 26 and Annex 3, p. 213). Further, the University of Nicosia’s Website defines plagiarism and states that the university reserves the right to penalize anyone who plagiarize (<https://www.library.unic.ac.cy/copyrights-and-plagiarism>). However, no regulations can be found and it is no information provided about the detailed consequences in case of plagiarism.

- The process of submitting the dissertation to the university library is outlined in the_PhD Application, Annex 2A, p. 61.

One copy of the thesis of a successful candidate for the degree will be retained in the University Library and will become the property of the University. The author shall empower the Librarian to allow the thesis to be copied in whole or in part without further reference to the author on the understanding that such authority may be given in respect of single copies made for study purposes and will be subject to normal conditions of acknowledgement. Theses shall be available in the Library for reference except where permission to consult a Thesis has been withheld at the special request of the author for a period not exceeding five years agreed with the University

- The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are outlined in the_PhD Application, Annex 2A, p. 50 f.

The Supervisory Team consists of the main supervisor, at least one other member of the School and a faculty member from another Department or another University/Research Institute. At least one member of the Supervisory Team must have: 1) the rank of Professor or Associate Professor and 2) Doctoral Degree Completion. Any member of the team without supervisory experience is encouraged to attend a training workshop on Doctoral Degree supervision.

No member of the Supervisory team should have a close personal relationship with the student.

- The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are outlined in the_PhD Application, Annex 2A, p. 54. The Examination Committee consists of one external examiner (from another University/Research Institute) and one independent internal examiner (who has not supervised or assisted the student during his/her studies). Independence also implies independence of the supervisory team in all respects relating to both the specific programme of work and any close personal relationships with the Supervisory Team. The Examination Committee is chaired by an Independent Chair (usually the DPPCo) who is responsible for chairing the oral examination and ensuring that the associated administration of the examination is completed satisfactorily. The Chair does not examine the thesis and has no voting rights. Both examiners and the Chair should not have any conflict of interest. At least one of the examiners should have experience of examining doctorate degree students. An examiner with no previous doctorate degree examination experience will only be approved if s/he has experience of supervising a degree student, attended a workshop on the examination of doctoral degrees and acted as an observer in an examination.

The examiners must be experts in the area of the student's research and are appointed by the DPPC considering the recommendation of the student's Main Supervisor. If the student is a faculty member or an administrative staff of the University then a second external examiner will be appointed (preferably holding the rank of Professor or Associate Professor).

- The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include: (PhD Application, Annex 2A, p. 51).

- regular meetings→ p. 51, e
 - reports per semester and feedback from supervisors→ p. 51, h
 - support for writing research papers→ p. 51, c and i
 - participation in conferences→ p. 51, d
- The number of doctoral students that a chairperson can supervise does not exceed 5 (PhD Application, Annex 2A, p. 50).

Strengths

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

- A clearly set out process of admission, management, progression and examination of doctoral students.
- A rigorous system of examining PhD students, research proposals and thesis which avoids conflicts of interest and ensures academic integrity.
- A compulsory research methodology course which is regularly updated.
- A small cohort of PhD students which ensures regular contact with the supervisory team and the provision of timely feedback.

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 provision of adequate office space for those students who need it and a dedicated budget to support conference attendance and other research activities.
- A reconsideration of the maximum word limit (80.000) of the thesis.
- Ensuring that a Full Professor is always a member of the Supervisory Team if the main supervisor is an Assistant Professor or an Associate Professor.
- Considering whether all PhD applicants should be interviewed before their admission to the programme.
- The School admits graduates from non-legal but related disciplines. This involves a certain level of risk regarding the legal quality of the scientific output and the Committee would suggest the close monitoring of such risks.

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 both the LLM and the PhD programme and did not identify any instances of non-compliance.

The structure and content of the programmes are well-devised. Students are attracted by the modern facilities and infrastructure of the University as well as the interdisciplinary and comparative orientation. 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 programmes are well outlined in the handbook and in the other publishing materials.

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.

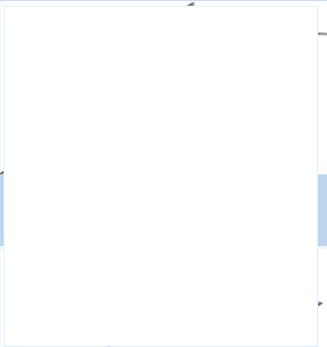
Despite the fact that the overall findings are thus quite positive, the Committee would make some suggestions for improvement of the programme:

- a) Although it is clearly mentioned that the LLM programme involves practical training, it is not clear to what extent: (i) practical and theoretical studies are interconnected; as well as (ii) how the organization and content of practical training support the achievement of planned learning outcomes and/or meet the needs of the stakeholders. The School of Law could consider:
 - Meetings and courses with legal experts from the practice;
 - Visits of courts and other relevant places as part of classes (which would also show that the practical and theoretical studies are interconnected);
 - Moot courts;
 - Possibilities for LLM students to participate in local (or virtual) international conferences.
- b) If the number of LLM students increases, the Department should consider increasing the number of teaching staff.
- c) The provision of adequate office space for PhD students who need it and a dedicated budget to support conference attendance and other research activities.
- d) A reconsideration of the maximum word limit (80.000) of the PhD thesis.
- e) Ensuring that a Full Professor is always a member of the PhD Supervisory Team if the main supervisor is an Assistant Professor or an Associate Professor.
- f) Considering whether all PhD applicants should be interviewed before their admission to the programme.

Overall, the committee is pleased to approve the LLM and PhD programmes and hopes that the foregoing concerns will facilitate its future development and effective implementation. The

Department is quite ambitious and has provided strong programmes of study in a challenging international environment. Their benefits are multifaceted and extend beyond the academic realm.

D. Signatures of the EEC

Name	Signature
Prof. Ramses A. Wessel	
Prof. Brigitte Tag	
Prof. Dora Kostakopoulou	
Kyriaki Charalambous	
FullName	

Date:15-10-2020