Doc. 300.1.1/3

Date: 11 April 2023

External Evaluation Report

(Joint - conventional - face-to-face programme of study)

- **Higher Education Institution:**
  University of Central Lancashire Cyprus (UCLan Cyprus)
- **Collaborative Institution(s):**
  Name(s)
- **Town: Larnaca**

- **School/Faculty (if applicable): Law School**

- **Department/ Sector: Law**

- **Programme of study- Name (Duration, ECTS, Cycle)**
  Master programme, 90 ECTS, 1 year or possibility for part-time.

  In Greek:

  Programme Name

  In English:

   LLM in Financial and Corporate Law

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

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A. Introduction

This part includes basic information regarding the onsite visit.

The Committee visited UCLan Cyprus on 3 April 2023 and met with the Rector, the Head of the Law School, the academic staff, administrative staff, students and alumni. During the meetings the Committee had the opportunity to discover the LL.M programme in Financial and Commercial Law and discuss with the different members involved in the programme. The Committee visited the premises of UCLan Cyprus and the overall impression on both the research and teaching quality and the premises was very positive.

B. External Evaluation Committee (EEC)

Name	Position	University
Katerina Pantazatou	Associate Professor in tax law	University of Luxembourg
Emmanuel Voyiakis	Professor of Law	LSE
Stratos Ramoglou	Professor of Entrepreneurship	University of Southampton
Stelios Hadjithomas	Student	UCY
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

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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?*

<u>Findings</u>
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.

UCLan Cyprus has in place several mechanisms to ensure the quality of the programme of study at issue. The programmes are accredited by CY-QAA and, as the University confers double degrees, they are also validated by UCLan, UK. Among those mechanisms, one can also find the Academic and Quality Assurance Committee, who oversees all the schools and programmes in order to ensure that they are of the highest quality. The structure of the UCLan Cyprus appears appropriate to ensure the quality of the programmes, as it includes several committees at University level that aim to ensure excellence in both teaching and research but also regarding the wellbeing of the students and the staff.

 All courses are taught in English, and accordingly, the programme is open to international students. Indeed, a lot of the LL.M graduates come from different countries. The conferral of a double degree (UK certified) is a strong asset of the University and the various programmes.

 As was explained to us during the presentation, the reform of the LL.M programme(s) is a response to the societal and professional needs in Cyprus. The Committee reached the same findings after discussing with alumni, who confirmed that their degree from UCLan opened new professional opportunities to them.

 The LL.M programme is taught by both academics and practitioners to ensure that the students receive up to date academic and practical training. Judges and professionals from different institutions are also involved in the teaching through different methods; for instance, by giving invited lectures/seminars and being consulted in preparation for the moot court competitions. Students also have several mobility opportunities provided in the context of the Erasmus+ programme and a network of alumni that can also provide professional opportunities post graduation.

 The Law School has also a strong research background which is further supported by the fact that it uses as a benchmark the UK Research Excellence Framework (REF). The academic staff participates in international academic events and makes sure to keep up to date with all developments in their respective fields of research.

Strengths

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

 -Structures and institutions that allow for monitoring, student participation, participation of academic and administrative staff to ensure the highest quality in research and teaching, but also the wellbeing of all people involved;

 - Academic staff ensures that they remain up to date by following specialised seminars in their respective research areas;

- Students' -oriented teaching and preparation for the 'real' professional world;

- Programmes offered correspond to the societal and professional needs of Cyprus;

- Small school that allows for regular interaction of staff/students;

- Availability of staff;

- Several research-related activities (e.g. centres/ externally funded projects) that allow (also) for the participation of students that are interested; the institution of the 'academic advisor' who accompanies the students throughout their studies;

- The co-existence of the institutions of the LL.M coordinator, the course leader, the academic advisor, the different course instructors allows for several degrees of 'checks and balances' as well as for feedback from the different instructors (for example in the dissertation and assignments context).

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.

Despite the advantages that come with a small cohort, the Committee is of the opinion that the number of LL.M students should increase so that the programmes remain financially sustainable in the long run. The Law School offers top quality teaching and research opportunities and thus, we think that – in light also of the relevance of the topics the LL.M addresses and the professional need for graduates with such expertise, the number of students should increase. Considering the feedback we received by staff and alumni, we believe that the best way to do so is through a more aggressive marketing/advertising strategy that would highlight all the advantages of the LL.M and would target international students, potentially with emphasis on Greek and UK students.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	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 the 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.

The double degree qualification and the use of English as the language of instruction supports the individual and social development of students. This is clearly reflected in the distinctive market value of the degree. The same holds for the teaching in individual courses.

The design of the programme is sufficiently flexible, as students are able to take a healthy number of optional courses. Sometimes course choice is limited if student numbers are low, but that makes sense given the size of the cohort and the Law School, and the specialised nature of the LLM programme.

We are satisfied that students take an active role in their learning and are encouraged to be autonomous thinkers. Several courses rely extensively on active student participation through mooting and case analysis. The small size of the cohorts helps in that regard.

The teaching processes are modern and effective, and the distribution of ECTS credits (10 ECTS per taught course; 30 ECTS for the dissertation) seem reasonable. Moreover, teaching is very sensitive to diversity in students' cultural and educational background. Our discussions with staff and students revealed that the programme is particularly successful in integrating students from both law and non-law backgrounds.

Standard processes on feedback, appeals and complaints seem to work very well. Student feedback is taken very seriously and acted upon promptly.

The application materials and our discussions during the visit showed that elements of theory and practice are well integrated into the programme, both across courses and within them.

Methods of assessment appear to be to be fair, consistent, transparent, and objective. All assessments are blind double-marked. The processes are known in advance and fit the learning outcomes of the programme and individual courses.

Students have several opportunities to participate in research. First, through the production of an original piece of research for the purpose of the dissertation. Here the programme's process of dissertation supervision struck us as very effective and fair. Second, in the context of the research programmes and centres run by the institution.

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

Double blind marking

Students reported very quick turnaround of feedback and marks

Clear guidance on dissertation process

Dissertation process strikes right balance between students' areas of interest and staff expertise

Students reported that small cohorts were a positive feature

Students reported excellent support for students from non-law backgrounds.

The University's 'student-at-risk' mechanism, which aims to respond to issues of poor attendance and participation, seemed very well conceived.

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.

Overall, we are satisfied that all aspects of teaching and learning are clearly compliant with the relevant requirements, and often exceed them. We would simply highlight certain aspects in which the programme could be improved further:

- Some students took the view that lengthening the duration of written examinations would help students showcase their critical abilities even further. That strikes us as a solid idea, especially given the increasing risk of plagiarism and use of Large Language Models (such as ChatGPT) in relation to essay and dissertation components of summative assessment.
- While the current offering of courses in the programme is very reasonable, the Law School should consider offering some further options, such as Contract Law, which lies comfortably within the expertise of existing staff and, as our discussion with the students suggested, would also seem to be very popular.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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3. Teaching staff *(ESG 1.5)*

> ### Sub-areas
>
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

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

Findings
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.

The EEC had the opportunity to discuss extensively the recruitment, development and promotion process throughout discussions with members of faculty. These discussions enabled the EEC to ensure the accuracy of the information submitted in the Institution's application. In addition, the EEC scrutinized the CVs of the academic staff involved in the delivery of the programme, and was given plenty of information about important issues such as the synergies achieved between research and teaching. As importantly, the EEC could establish the veracity of the information provided by the Institution through extensive discussions with students and graduates of the programme.

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

The academic staff have exceptionally good CVs. Most of them are PhD holders from leading universities.

Members of faculty engage in high-quality research.

The staff-student ratio is quite low – ensuring high quality student experience.

Staff enjoy strong support from the Institution's senior management.

Students are exposed to research-led teaching by being taught by leaders in their respective field 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.

Although research-active staff already enjoy sufficient support for their research activities, there is still space for improvement on this front – particularly in terms of additional time allowance that could be provided for research activities.

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

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

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

> **Sub-areas**
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

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> - *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.

The EEC had the opportunity to scrutinize the material submitted by the Institution and cross-check it with the information available in the Institution's online presence as well as with discussions with faculty and students. In addition, the EEC scrutinized issues related to student progression, certification and recognition. Overall, the EEC can confirm the existence of pre-defined and published regulations on all these important aspects of the programme. Moreover, there is sufficient clarity of the regulations which are further publicly available and readily accessible.

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

The admissions criteria are carefully thought-out to accommodate the different types of students recruited by this programme.

There are appropriate exit routes for students who cannot complete the programme.

The regulations undergirding the organizational structure of the programme are 1) well-aligned with established international practice, and 2) appropriate for the needs of the local professional context.

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.

N/A

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	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.

The HEI state-of-the-art premises are situated in a beautiful, serene area in Larnaca, by the sea. The Institution is equipped with advanced technological equipment, a library with a readily accessible digitized physical catalogue and access to other online resources, individual study rooms, as well as other spaces where students can study and/or relax. The Law School has an excellent Moot Court room, fully IT and AV-equipped which can help the students simulate real life situations and overcome potential challenges. The physical resources are more than adequate to accommodate larger student groups as the master in FCL currently accommodates a number of 10-15 students, which is very low and far from reaching capacity. All resources are fit for purpose and following interviews with graduates and current students it is confirmed that they are informed about the services available to them.

The University is equipped with a Student Experience and Engagement Committee that oversees the development, implementation and monitoring of student related policies that are in place and that makes recommendations to the Senate.

Moreover, the University maintains a career hub providing professional guidance to students and helping them maximize their employability by bridging the gap between academia and legal practice, as well as promoting entrepreneurship. In addition, the school leverages the faculty's resources (i.e., Christian G. Pelaghias) and their professional networks by sourcing and offering internships to law students.

Strengths

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

-The opportunity to graduate with a double degree from 2 Universities
-Potential for attracting international students, which however is not utilized to the maximum capacity
-State of the art premises, teaching methods & curriculum
-Curriculum offered is highly in demand
-Specialized academics in their fields
-Research-led HEI

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.

Interviews with current students and graduates indicated that the LLM is not specifically targeted toward a specific audience. The LLM is being marketed mostly online, however the school should specifically create marketing profiles of potential students. Legal professional are usually very busy people who don't spend as much time on social media as other parts of the population. Therefore, social media marketing attempts will likely prove unfruitful and the marketing budget wasted. A few of the students/graduates interviewed indicated that they had found out about the program through "billboards in the highway." Besides working on perfecting marketing profiles and/or personas of

the target population, the School of Law could establish links with local and international professional bodies of legal professionals, as well as local firms who might wish to sponsor their staff's education as part of their continuing education corporate schemes/plans/benefits. However, the School should tread carefully in growing the student numbers so that student support and student-centred learning are not compromised.

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

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

- o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

7. Eligibility *(ALL ESG)*

> **Sub-areas**
>
> **7.1 Legal framework and cooperation agreement**
> **7.2 The joint programme**
> **7.3 Added value of the joint programme**

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

7.3 Added value of the joint programme

Standards

The joint programme leads to the following added values:

- *Increases internationalisation at the institutions.*
- *Stimulates multinational collaboration on teaching at a high level and makes cooperation binding.*
- *Increases transparency between educational systems.*

- *Develops study and research alternatives in accordance with emerging needs.*
- *Improves educational and research collaboration.*
- *Offers students an expanded and innovative arena for learning.*
- *Increases highly educated candidates' employability and motivation for mobility in a global labour market.*
- *Increases European and non-European students' interest in the educational programme.*
- *Increases competence at partner institutions through cooperation and implementation of a best practice system.*
- *Increases the institution's ability to change in step with emerging needs.*
- *Contributes to tearing down cultural barriers, both personal and institutional.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

The programme is offered jointly by the University of Central Lancashire, Preston UK, and University of Central Lancashire, Cyprus. The collaboration between the two institutions has a long standing and is in accordance with applicable rules and regulations of both UK and Cypriot law. We formed the view that there is a clear and well-functioning division of responsibilities between the two institutions.

There is a clear fit between the international orientation of the programme and the collaboration between the two institutions. The fact that the programme offers a double degree enhances the internationalisation of both institutions, and intensifies international collaboration. Research by UCLan Cyprus staff is regularly submitted by UCLan for the purposes of the UK Research Excellent Framework exercise. Programme quality assurance is assessed at both ends, and a committee ensures co-ordination between their respective assessments. The conferral of a double degree greatly enhances the employment prospects of graduates. In a post-Brexit environment, the programme appeals to both European and non-European students, who have the opportunity to obtain a UK higher education degree without the cost and visa requirements of entering the UK.

Strengths

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

Clear division of responsibilities between institutions

Fit between their collaboration and the international orientation of the programme

Double degree offers graduates a competitive advantage in the market, especially post-Brexit

Research by UCLan Cyprus staff is a regular contribution to the UCLan research profile for REF purposes

Strong quality assurance processes at both institutions, and a mechanism for ensuring consistency

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.

None, the collaboration between the two institutions seems very healthy and mutually beneficial.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
7.1	Legal framework and cooperation agreement	Compliant
7.2	The joint programme	Compliant
7.3	Added value of the joint programme	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF (Consider also the added value of the joint programme).

Overall, the Committee was of the opinion that the LL.M in Financial and Corporate Law is compliant in all given categories. The Committee was impressed by the research output of the academic staff, their enthusiasm for research, teaching, as well as assisting students in various ways. The structure of the University and the division in several subcommittees (where members of the academic and administrative staff, and students participate) allows for constant monitoring and quality assurance. However, the EEC believes that the number of students following the programme could increase. This could be done by better and more targeted marketing especially to Greek and UK students.

E. Signatures of the EEC

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Name	
Katerina Pantazatou	
Emmanuel Voyiakis	
Stratos Ramoglou	
Stelios Hadjithomas	
Click to enter Name	
Click to enter Name	

Date: 11 April 2023