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# External Evaluation Report

(Programmatic within the framework of  
Departmental Evaluation)

**Date:** Date.

- **Higher Education Institution:**

University of Limassol

- **Town:** Limassol

- **School/Faculty:** Social Sciences and Humanities

- **Department:** Department of Law

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

**Programme 1 –** [Title 1]

**In Greek:**

Πτυχίο στη Νομική (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο LLB, Συμβατικό)

**In English:**

Bachelor of Law (4 academic year, 240 ECTS, LLB, Conventional)

**Language(s) of instruction:** Greek and English

**Programme 2 –** [Title 2]

**In Greek:**

Programme Name

**In English:**

Programme Name

**Language(s) of instruction:** Language(s)

**Programme 3 –** [Title 3]

**In Greek:**

Programme Name



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



**In English:**

Programme Name

**Language(s) of instruction:** Language(s)



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].



## A. Introduction

The on-site visit took place on March 4, 2025 at the current premises of UoL. The EEC visited only one building in UoL and our understanding is that the new LLB will run in this building until the new campus is finalized around 2029-30. The site visit lasted from 9 am to 18:30 and followed closely the posted schedule. All scheduled participants were present. The climate of communication was positive, open and constructive. The last meeting was with the dean of the SSH School, the Vice-Rector for Academic Affairs and the departmental leadership where the EEC had the opportunity to communicate and briefly discuss certain preliminary yet substantive findings. This report describes in greater detail the conclusions and recommendations of the EEC.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Panagiotis Delimatsis	Professor of Law	Tilburg University, the Netherlands
Elaine Fahey	Professor of Law	City St. Georges, University of London, UK
Ulf Linderfalk	Professor of Law	Lund University, Sweden
Constantine Lambrianides	Advocate	Nicosia Bar Association
Erini Zacharia	Student	University of Cyprus
Name	Position	University

## C. Guidelines on content and structure of the report

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

#### **Sub-areas**

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

#### **1.1 Policy for quality assurance**

##### **Standards**

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

#### **1.2 Design, approval, on-going monitoring and review**

##### **Standards**

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

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

### 1.3 Public information

#### Standards

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

### 1.4 Information management

#### Standards

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

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



## **Findings**

The institution has an elaborate structure of quality assurance committees and mechanisms to facilitate monitoring and provision of feedback. The institution has the necessary mechanism in place to identify academic fraud; plagiarism software (Turnitin) that incorporates the latest plugins is in use. The support staff is well-organized in units and new hires are in the pipeline in anticipation of new programs being introduced at the bachelor and masters level. Processes appear to have a formal status and a certain protocol is followed based on well-defined roles. The quality assurance and internal evaluation mechanisms seem to be functional and adequately organized, supporting the overall programme offering and the tasks that the academic staff performs.

Existing and planned facilities in Limassol allow access to students with disabilities (NB: the EEC only visited the current premises in Limassol. However, the institution also has premises in Nicosia).

The institution has a code of conduct/handbook in place ensuring that any discriminatory, unfair or unjust treatment is adequately addressed. Additional guidelines about student assessment are provided in the UoL regulations. The EEC did not come across an elaborated document on academic integrity. In this regard, the institution could consider endorsing the European Code of Conduct for Research Integrity, notably because it aspires to be active in seeking research funding from Europe. This is necessary in particular in case of research papers and projects with an empirical component. Additionally, the institution does not appear to have a well-thought open access policy. While requests appear to be treated in an expeditious manner, it would make sense to have a policy that informs the researchers about possibilities upfront. The EEC would think that there is leeway for cooperation with other institutions based in Cyprus.

Additionally, the institution is well-connected to the Cyprus business sector. The legacy institution (CIIM) has established an external academic advisory committee of the highest calibre, as well as a set of prominent international visitors teaching in the modular programs. This committee has expanded to also include established legal scholars as the institution is embarking on the launch of an LLB.

Furthermore, the institution is interested in improving its social impact towards the local community. Through its Nicosia campus, the institution is well-connected to the capital. The institution has also signed MoUs with various external stakeholders, including law firms and bar associations. The latter in particular appear to have been involved in the development of the LLB curriculum, which appears important to make sure the programme meets current market needs. Despite the highly competitive nature of the institutional landscape, several of the stakeholders engaged with during the accreditation process had outlined supportive and possibly useful suggestions as to teaching and learning that could fruitfully be engaged with further to align the proposed programme with market needs.

The proposed programme will be taught in Greek and is intended to be offered in person, attracting Greek-speaking students. The programme has a Greek law and a Cypriot law track. The programme of study is clear and information for each course is readily accessible, although quite short. Again, this is understandable as the programme is not launched yet, which means that tweaks will be needed and the course descriptions will be adjusted after the programme starts running. The program's objectives are adequately designed and reflect the explicit intended learning outcomes (ILOs). The programme of study has a logical structure, following in principle a traditional curriculum

in a Greek-speaking university. The programme however introduces a relatively important number of electives. Some of them are run by faculty from other departments/schools and certain will be offered by existing or new faculty. The programme is designed to enable smooth student progression. Mechanisms are in place to monitor and analyse information on progression and student satisfaction with respect to the courses and to support services, and these will be set in motion when the programme starts.

The EEC was quite concerned by the large number of offered modules, which raises questions as to whether such modules will run at least in the first year of operations. This creates the impression that there is an emphasis placed on the breadth of the programme instead of the depth of the programme. It appears that emphasis is placed on overall general knowledge instead of providing the opportunity to students to be equipped with deep understanding of the core law modules.

Although representations were made as to the offered modules satisfying market needs, there are no courses offered on eg Construction Law or public procurement law. As the EEC notes in this report, the idea of masterclasses may be worth pursuing to complement the programme of study. The EEC appreciated the permanent teaching staff's readiness to further explore the curriculum with the intention to include such modules in the future.

The ECTS weighting for individual courses (6 ECTS) is in line with the weighting for similar courses and programs in other Cypriot institutions. The courses to be offered follow a similar structure whereby the final exam makes for 50-60% of the final grade, while the rest is to be met through assignments and participation. The documentation did not reassure the EEC that sufficient diversity in exam methods and coordination of such methods took place as of yet. The EEC would therefore expect that the programme director ensures that there is sufficient variation in the formative component of the grading. While academic staff acknowledged the importance of variation (moot courts, oral presentations/advocacy, peer review, take home, weekly assignments), no coordination appears to exist as of yet so that fairness is safeguarded in assessing the competences of prospective students. Also, in view of the high percentage that the formative component represents, academic staff would need to ensure that the use of AI tools is adequately monitored and addressed in a manner that allows for fair assessment of each student's performance and competences.

Student support officers are there to assist students who want to study abroad through Erasmus. Erasmus+ is also part of the support offering although no information was provided as to whether existing academic or support staff benefited from it. Generally, it is important that the institution actively encourages and facilitates stays of students, academic and support staff abroad. Finally, the institution maintains a career office where employment opportunities are advertised and students can consult with the support staff when preparing applications.

### **Strengths**

- Many forms of good practice were possible to view, beginning with the accreditation process itself, involving both students and practicing members of the Bar and international committee members provided with detailed and clear documentation and developed in accordance with specific standards.
- The EEC considered the accreditation process to show a well thought-out degree scheme being developed in light of international best practice and with attention to the

contemporary needs of lawyers and society in the EU, internationally and domestically and in particular attention to international audiences and international communities.

- The structure of the Department had been developed carefully and in great detail and showed attention to career progression of staff. Quality assurance was well built in as to all aspects of operations and had been well institutionalised.
- Good quality and dedication of support staff.
- A UoL-wide scheme introducing a research budget for each faculty members and research performance-based bonuses that can be used to further enhance staff members' research objectives and achievements.
- Low prospective staff-student ratio, offering excellent possibilities for students to interact on a regular basis with academic staff
- Support staff with a problem-solving mentality, allowing smooth student progression
- Contacts with legal industry and bar associations can provide opportunities for internship and placement
- Local bar association being particularly supportive and enthusiastic about the prospect of having a local Law Department
- Very good connections with the local community, which can enrich the student experience
- The marketing budget appears to be significant and a well-thought strategy is in place. This will be important for the first two years after launching the program. Generally, ensuring credible and sustainable funding for the new programme of study is important during that period, as competition among LLB programs in the Greek-speaking world is expected to be fierce in the short run.

### **Areas of improvement and recommendations**

- The EEC was concerned by the ambition to grow while the programme still runs at the current premises. It would appear that the space is rather insufficient to accommodate the new cohort (and also allow for the implementation of the innovative teaching methods the academic staff had in mind) if the student numbers grow as projected in the department's budget.
- The EEC was concerned by the breadth of the programme, which could jeopardize its depth.
- Due to the currently low number of FTEs and the relatively low target number of the first cohort, the EEC would recommend having less electives to prevent competition among them
- Instead, the EEC recommends considering the introduction of one-day (or half-day) masterclasses on timely topics such as AML, government procurement, or fintech and the law, where the institution could invite established experts (eg experienced legal practitioners from the Limassol Bar or other Cypriot or Greek Bar Associations) or academic researchers from other institutions.
- Generally, in view of the good reputation of the management programme of the institution, the EEC would recommend exposing law students to academic material relating to economics and business, which would most likely also be in line with local market needs.

- The EEC did not receive sufficient clarity as to how the programme ensures the gradual development of students' soft skills. Well-thought variation in the exam methods could address this point, coupled with a regular offering of training by the library and IT services
- The EEC recommends the adoption of the European Code of Conduct relating to academic integrity.
- The course titled "Law of Free Competition" should be titled "Competition Law".
- The Trust Law module (Law -440) is offered to both the Cypriot and Greek path. Nevertheless, this module is more appropriately aligned with Cypriot Law rather than Greek Law. The same may be applicable for other courses such as Intellectual Property Law, Consumer Law, Arbitration Law and Banking Law, although there may be a certain degree of commonalities between Greek and Cyprus Law.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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 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.*



## **Findings**

The process of teaching and learning was found by the EEC to be designed to support students' individual and social development. The programme places a strong emphasis on its salience to the local community and student-centred teaching generating skills.

The process of teaching and learning appeared to the EEC to be flexible and open to new methods and issues (eg AI/LLM tools). Innovation appeared central to the programme although it was unclear what it consisted of, as the programme is new. The programme appears to use a variety of pedagogical methods and was concerned with the achievement of planned learning outcomes. The panel suggested a range of other teaching and learning methods to be considered, e.g. groupwork, AI Chat GPT exercises particularly when staff got qualified.

In the view of the EEC, students appeared to be encouraged to take an active role in creating the learning process. From the meeting with students, the EEC gathered that student feedback was important for the operation of other programmes such as the MBA. Student services were broad and developing eg through recruitment ongoing but appeared impressive in their range and depth even at this early stage.

The implementation of student-centered learning and teaching appeared to the EEC to clearly encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher as evidenced through the teacher training required and the processes to build in stakeholder engagement.

The EEC found that the teaching methods, tools and material used in teaching appeared modern, effective, support the use of modern educational technologies and the programme focused upon immersive learning. There is a combination of formative and summative components, as noted earlier. However, it remains unclear how these will play out once the programme is launched. Variation, as mentioned, is important in the use of teaching, learning and assessment methods to allow for an overall rewarding learning experience.

Mutual respect within the learner-teacher relationship appeared in the view of the EEC to be promoted whereby student activities appeared central to the programme, breaking with didactic one-way directive learning methods of old. This was repeatedly mentioned to the EEC by the Department chair.

The implementation of student-centred learning and teaching appeared to the EEC to respect and attend to the diversity of students and their needs, enabling flexible learning paths (as evidenced, for instance, through assessment regulations and our meetings during the site visit).

The EEC found that appropriate procedures for dealing with students' complaints regarding the process of teaching and learning were set by assessment processes and procedures of the University. Quality assurance procedures were detailed and multifarious, with appropriate levels of oversight, accountability and transparency.

The EEC met with stakeholders who provided extensive feedback. As a result, it was possible to conclude that practical and theoretical studies are interconnected as evidenced by the high commendation of the local bar association and law firms as to the place of practice in studies, the

breadth of compulsory and elective courses and the place of moots and other practical legal skills training in the programme of study.

The EEC was of the view that the organisation and the content of practical training support achievement of planned learning outcomes and met the needs of the stakeholders, e.g. law firms in Limassol, whereby placements appeared to be central to the programme of study, i.e. the needs of stakeholders were considered.

The EEC found that assessment procedures appeared potentially to be consistent, although as yet were difficult to judge at this point in time. Assessment plans appeared overall focused upon partial coursework. As noted earlier, though, the EEC would consider it important to ensure that there is central coordination as far as concerns the different methods of assessment across semesters and courses.

The criteria for and method of assessment, as well as criteria for marking, were putatively indicated to be published in advance. Assessment as envisaged appeared to the EEC to enable students to demonstrate the extent to which the intended learning outcomes have been achieved. Students were likely to receive high quality feedback linked to advice on the learning process.

The EEC found that a formal procedure for student appeals was in place at university level and student services had experience in dealing with complaints, appeals and student experiences and expectations as to assessment. The EEC found that the regulations for assessment appeared to make provision for mitigating circumstances.

### **Strengths**

- The programme of study is modern, innovative, well-thought-out and of value to the needs of stakeholders and the local community with respect to its teaching and learning methods.
- The programme is under development by a small cohort of younger academics who are highly motivated to engage with contemporary cutting-edge issues of salience to a newer generation of law students and law studies in the era of digitization.
- The EEC was impressed by the comprehensive and careful documentation overall. Documentation was voluminous and engaged with a multitude of good practice assessment procedures, sought to evolve its own quality assurance at all times and was clearly evolving, even though emanating from a younger University structure.

### **Areas of improvement and recommendations**

- The EEC found that a broader diversity of more contemporary teaching and learning practices (which is coordinated at the programme director level) could readily be inbuilt into the programme to engage better with the considered views of stakeholders but also more cutting-edge pedagogical practice.
- Although quality assurance committees were inbuilt into assessment practices, broader structural staffing issues, e.g. seniority 'gaps' in staffing, entailed that significant risks were present in assessment issues.
- Mentoring and peer review arrangements for staff, including so-called flying faculty within the percentage that is allowed by the Agency, were advised by the EEC in order to build essential expertise. This would enhance quality assurance as to assessment but also would



be essential for the younger staff as they aim to grow in their capacity as full-fledged academics.

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

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

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

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

#### **3.1. Teaching staff recruitment and development**

##### **Standards**

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

#### **3.2. Teaching staff number and status**

##### **Standards**

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

#### **3.3. Synergies of teaching and research**

##### **Standards**

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

### **Findings**

The Law Department has clear and transparent criteria for recruitment. The required qualifications are clearly described in official documents that are easily accessible. They differentiate between professors, associate professors, assistant professors and lecturers. They correspond largely to the criteria applied at most European universities.

Faculty positions are advertised locally and internationally. For the law department, the institution targeted the Greek market (at the programme will be taught in Greek), so job vacancies were in Greek. The EEC confirmed that the vacancy texts are in line with global practices. Applications are received by the HR department, which provides the Search Committee with a "long list" of applications that meet the minimum requirements for the position. The Committee reviews the applicants and arrives at a short-list of three to seven candidates to be called for an interview. In the assessment of interviewees, the Search Committee solicits comments from senior faculty with expertise in the area of the candidate. The Committee may seek blind references from external reviewers.

The criteria for promotion and tenure are equally clear and transparent. They are spelled out, in great detail, in each faculty member's contract of employment and reviewed annually. Resident academic faculty may apply for promotion. The School's Faculty Selection and Promotions Committee (FSPC) may also initiate a promotion process if committee members believe that a particular member of the faculty merits consideration. The FSPC manages the process of assessment of resident faculty for promotion. It assesses the qualifications of the faculty member relative to the stated requirements of the position in question. Faculty members, who have the rank to which promotion is sought and above, vote on the promotion recommendation of the FSPC. The recommendation is then forwarded to the University Selection and Promotion Committee (SPC) for approval.

As noted, faculty members undergo evaluation of their performance annually. The evaluation is carried out by the Dean, who is assisted by the Department Chairperson. The main criteria for the

performance review are research, teaching, performance of administrative duties, outreach and leadership.

To help develop the professional skills of faculty members, and in particular their research portfolio, they may be granted a sabbatical leave. To become eligible for a sabbatical leave, members must have served a minimum of seven years as resident faculty. Decisions on sabbatical leave are made by the Dean in consultation with the Department Chair.

The Visiting Academic Faculty are an integral part of the University. They have a long-term relationship with the institution and are called in to carry out all kinds of tasks: to teach, to conduct research, advise students, participate in committees and conferences and deliver executive education. They serve as members on School, Department and University committees. They are consulted on academic issues, such as curriculum design, standards and faculty recruitment. There is an expectation that they collaborate in research with resident faculty.

Visiting faculty should have a proven research and teaching record from reputable universities. New visiting faculty positions are advertised in international academic media. Applications are reviewed by the School's Faculty Selection and Promotion Committee. This is also the body that decides whether to offer applicants a contract or not. As the Law Department is yet to be established, no such visiting position could be assessed.

Special Teaching Faculty (STF) are hired primarily to teach and not to conduct research. To be eligible for a contract as a special teaching faculty, a person does not need to have a doctoral degree, although this is preferred. STFs must not exceed 30% of the number of the TRF members of the University. They are selected by the Department Chairperson in consultation with the Programme Director and approved by the Dean. The selection is based on three criteria: field expertise, teaching experience and communication skills. Depending on their level of experience and their skills, STFs are ranked as either associate or assistant lecturers.

Fifty-two courses are listed as compulsory. Each course is worth 6 credits, which means that compulsory courses amount to a total of 312 credits. Twenty courses are listed as elective. Once again, each course has a worth of 6 credits, which means that the worth of the elective courses amount to altogether 120 credits. The worth of the compulsory and the elective courses amount to altogether 432 credits.

Resident faculty members count altogether seven people. Their work-load corresponds to six full time equivalents. The plan is that each full time equivalent will do six courses yearly. That accounts for 216 of the 432 credits. The remaining 216 credits will be taught by visiting academic and special teaching faculty.

Special teaching faculty count altogether three people. Of the seven resident faculty members, as things stand, two are assistant professors, five are lecturers and one is a postgraduate associate (soon to become a lecturer). Six of them have a PhD degree – five in law and one in political theory. None of the three STFs have a PhD degree.

The EEC was taken aback by the lack of teaching experience of most faculty members, both full- and part-time. The EEC found that the staffing arrangements were composed of a very small cohort of junior and generally inexperienced academics and a limited number of special teaching faculty lacking doctoral or teaching qualifications and experience which posed a risk to their capacity to adequately deliver high-quality teaching and learning programmes at the bachelor level. While experience will be built up gradually for all and clearly there are advantages to having a young and dynamic faculty, missing teaching experience is likely to undermine the learning experience of the students. The EEC underscored the importance of ensuring that all staff members acquire the relevant teaching qualification, which is not only offered by the University but also by the relevant agency at the national level. Such external accreditation is important both for external credibility and internal empowerment. (Indeed, the EEC expects that STS and permanent staff will be more self-confident after being trained on developing further their teaching skills.) More generally, continuous training on teaching methods and techniques is crucial for the young academics of this institution, even if they are part-time.

There is no information on how many new resident faculty members that the Law Department would plan to recruit, in case it would be accredited. Similarly, there is no information on how many visiting academic faculty it envisages. As noted earlier, the EEC strongly recommends further hires at a more senior level in the short run, notably to cover areas of critical importance in legal education such as private and public law as well as civil and criminal procedure.

Policy documents of the University emphasise that research and teaching are mutually reinforcing. The Law Department has structures that serve the realisation of this objective. To illustrate, all resident faculty members must have a PhD degree. Annual evaluations of members and decisions on promotion are based on their performance as both researchers and teachers. Members are required to participate actively in research seminar series, as commentators and presenters. They are encouraged to seek collaborations with researchers outside of the Law Department. Participation in conferences is encouraged and the cost of participation in such conferences will be covered by the university up to a maximum of €2,000 yearly. Bonuses are awarded for the publication of articles and monographs depending on the ranking/prestige of publication fora.

All of the seven resident faculty appear to be active researchers. However, the length and quality of their respective research portfolios vary, but in no case does it exceed what can be considered normal for such young academics. The EEC is of the view that the research time of young academics in particular will have to be safeguarded so that no overwhelming teaching obligations are imposed on any faculty member at any given time. In that regard, the Dean and the Chair of Department will have to make sure that the research time of 40% is respected.

There is no information on the collaboration of resident faculty members with partners within and/or outside of the Law Department, in Cyprus or abroad. As noted earlier, Erasmus+ possibilities and short research or teaching stays in other academic institutions during non-teaching periods should be actively explored and supported by the institution's internal structures.

### **Strengths**

- Criteria are clear and transparent. Annual evaluation processes ensure that they remain in focus throughout the career of resident faculty members and converted into action.
- The Law Department encourages faculty members to teach in other programs offered at the University, outside of the Law Program. This incites interdisciplinary approaches and collaboration across academic disciplines.
- The Law Department outlined overall a viable and laudable incentive structure for faculty research and publications that was highly competitive from an international perspective.

### **Areas of improvement and recommendations**

- The EEC recommends that the Law Department makes the resort to external reviewers compulsory for the recruitment of permanent staff, and at least the assistant, associate and full professors.
- The EEC thinks it desirable that the Law Department safeguards the 40% research time ceiling and ensures that the amount of teaching of the resident faculty members does not exceed what is reasonable, given that the Law Department is also expecting them to do significant research, quantitatively as well as qualitatively, and to establish the university as a research institution.
- The Law Department should ensure that all resident faculty members have a PhD degree in law and strive for better gender balance for permanent staff.
- The EEC strongly recommends that the Law Department recruit at least one Associate Professor in the short run (and also a Full Professor by the time the new campus is ready at the latest) to ensure there is sufficient experience and authority to lead and give the Law Department an international profile.
- An expeditious open access publication process should be seriously explored, potentially in collaboration with other academic institutions in Cyprus and Greece.
- The EEC was taken aback by the number of elective courses. When no more than 25-30 students are enrolled in the Law Programme, offering twenty elective courses does not make sense. This could be set as an ideal for the future, when the number of enrolled students is significantly higher. In the meantime, it would seem preferable that the Law Department spent much of these resources on other things. What could also make electives viable is to offer them only when more than 10-15 students have registered for the course.
- The Law Department could think of establishing further incitement that encourages increased research and a higher number of publications in high-ranking publication fora. This could include small writing grants for participation in calls for papers, for instance.
- The Law Department should ensure that there are resources and available staff to replace resident faculty members in case they obtain a research grant or a research bonus that allow them to buy out of some teaching.

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

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



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

##### **Sub-areas**

- 4.1. Student admission, processes and criteria**
- 4.2. Student progression**
- 4.3. Student recognition**
- 4.4. Student certification**

##### **4.1 Student admission, processes and criteria**

###### **Standards**

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

##### **4.2 Student progression**

###### **Standards**

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

##### **4.3 Student recognition**

###### **Standards**

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



#### 4.4 Student certification

##### Standards

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

##### Findings

The EEC had received a comprehensive update on many aspects of module development but less on profession, recognition and certification for reasons that the new programme was only under accreditation stage and issues as to some aspects of admission were less considered. Prior learning for instance was less the subject of analysis where recruitment related mainly to undergraduate students at bachelor level.

The programme has well-defined admission criteria, although the EEC considered the eligibility criterion of 15/20 in *Apolytirion* to be relatively low compared to comparable programmes, not only in Greece but also in Cyprus. Still, the institution has in place a fee structure that incentivizes students with outstanding grades in the highschool to choose for UoL.

The EEC identified that the institution has in place pre-defined and published regulations regarding student progression as well as processes and tools to collect, monitor and act on information on student progression. As the programme is new, the institution would need to ensure that accessible communication channels are established between professors and students, ensuring that staff supports students as they progress through their studies. Exam policy appears to be transparent and according to common standards.

Upon graduation, students receive a bachelor degree accompanied by a comprehensive transcript detailing their grades, earned credits, and the content of their studies. These certification practices meet European and international standards, promoting transparency and facilitating mobility.

##### Strengths

- Clear admission criteria and policies
- Transparent and consistent rules governing student progression
- The institution is keen to recruit circa 30 students including students with very good academic backgrounds, including high school diplomas, personal statement and language.
- Scholarships on a pro rata basis depending on track record.

- Young academic staff and small premises would seem to allow more accessible communication for students.
- Certification practices that align with European and international frameworks, ensuring graduates' credentials, are widely recognized.

### **Areas of improvement and recommendations**

- The EEC considered the 15/20 in *Apolytirion* as a potentially low bar which may not reflect common practice and thus jeopardize the quality of the intake
- It was important that progressing students were provided with adequate elective choices but that also this was underpinned by appropriate staffing.
- As noted earlier, interdisciplinary courses, not only in psychology but also in economics, drawing from other departments, should be encouraged but only if attendance is sustainable.
- Enabling international students to transition to the UoL could be enhanced and or strengthened through the provision of English language modules or potentially masterclasses in every year of study.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

## **Findings**

The institution maintains a hybrid library which provides both hardcopies and electronic material. The EEC noted, however, that the institution's library at the premises it visited is very small and many books are outdated. We assume that the Nicosia campus does not remedy that, notably with respect to legal books. The library does not maintain any book titles that correspond to the necessities of the LLB curriculum under evaluation, bar one text. The EEC understands that an acquisition wave is coming. However, it is important that all required teaching material is available to the students when the programme is launched.

The library can accommodate students' and staff's requests for additional material when needed through interlibrary loans. However, in view of the limited online database (HeinOnline appears to be the only important one, but other important ones such as WestLaw, LexisNexis or Jstor are not available), it appears that availability of relevant academic resources for both students and staff are sub-optimal. The EEC came to realise that the budget would need to be significantly increased if such lacunae were to be addressed with the launch of the new LLB programme. It is also important that the institution explores the possibility of pooling resources with other academic institutions to gain access to all major publishers in Greece and preferably in Europe as well.

The IT infrastructure and support appears to be adequate to support the study programme. However, in view of the ambitious targets regarding student numbers in the next 4 years and taking into account that the new campus will not be ready before 2029-30, it is crucial that the situation is monitored and adjusted when needed.

The course content and bibliography correspond to the intended learning outcomes, as noted earlier. There are formative assignments planned across all modules. This would require intensive tutoring by academic staff, again raising concerns to the EEC about the low number of FTEs at the senior level. There seems to be an emphasis on AI as a teaching tool, but its incorporation as such for the purposes of the course under evaluation were not spelled out sufficiently during the site visit. Other than the use of AI, no other mention was made as to the term "innovative teaching methods".

The approach of teaching law alongside courses such as psychology and police science was presented as an "innovative teaching approach" and as an "interdisciplinary approach". Although the EEC pressed for specific responses regarding potential learning outcomes or modes of teaching approaches, not enough information was conveyed to allow the evaluation of such an approach.

The classrooms appear to be large enough to accommodate the intended student intake (circa 30 students for the first year of operations). Nevertheless, it has to be noted that there are 4 pillars in each of the classrooms that we visited, that may obstruct the viewing of the lectures, depending on the sitting arrangement of course. As a consequence, a potential increase of student intake may not be satisfied by the current classroom layout.

In view of the anticipated finalization of the new campus in the short run, an increase in the number of student intake (taking into account the intended intake for first year of operations i.e. 30 students) would probably not have a significant impact on the current resources, other than the

book availability of the library, which already poses a challenge for the intended intake of 30 students.

The staff that undertakes the provision of the above services appears to be dedicated and knowledgeable, and they would most likely be in a position to adequately offer the said services, taking into consideration the potential impact on quality due to heavy workload as noted above.

The EEC found that there was an interest to provide adequate and readily accessible teaching and learning resources to support the achievement of objectives in the study programme, but that this was not evident from the library visit or student panel who complained of inadequate online resources.

The EEC found that resources were intended to be fit for purpose but had also not been built or adjusted to accommodate the new programme specifically. However, the situation is expected to greatly improve when the new campus is ready.

The EEC found that physical resources, i.e. premises, libraries, study facilities, IT infrastructure, appeared likely adequate to support the study programme (subject to the points already raised). The EEC understood that the funding of digital resources appeared likely to be increasingly supported as the digitization of legal materials appeared ongoing. The EEC was impressed as to the range of necessary resources on offer that appeared fit for purpose and students were understood to be informed about the services available to them.

The EEC met with a range of professional services support. The EEC understood the human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, to be adequate to support the study programme. It seemed likely that adequacy of resources was ensured for changing circumstances (change in student numbers, etc.) albeit that the initial small numbers entailed this was not yet an applicable issue. However, again in view of the ambitious goals, more staff may be needed to enhance the infrastructure that supports students.

The EEC appreciated the human support resources and students appeared informed about the services available to them. The EEC found that the local student population was at the heart of consideration, i.e. at the forefront of mobility challenges with the planned campus facilities. The EEC heard that students are informed about the services available to them, particularly cost of living and outreach activities. A student benefit card appeared to be a good initiative to alleviate the cost of leaving for students through discounts that are offered for various goods and services. In the new premises, a significant number of residences will be available for students, although it was unclear how many of them will be earmarked for students. Due to the considerable cost of living in Limassol, it would be important that the institution's support services gradually intensify their support for finding housing if the number of students grows considerably. Student-centred learning appeared to the EEC to be considered when allocating, planning and providing student support.

The EEC observed that mobility of students from Greece and Cyprus within and across higher education systems is encouraged and supported at UoL.

### **Strengths**

- Formative assignments across all modules.
- Both the permanent and the non-permanent staff are young and enthusiastic and seem to possess a good grasp of their teaching object.
- A highly motivated and enthusiastic professional services team with problem-solving mentality was supporting the ongoing rollout of new programmes and was cognisant of the embryonic state of the HEI.
- At the moment, the available premises seem to the EEC possibly sufficient to host 25-30 students, which is the expected number of enrolment. This applies to classroom facilities as well as the library.
- The EEC was impressed by the number of counsellors, advisers and administrative staff.
- The institution collaborates with other libraries but these can be improved in both Cyprus and Greece to allow for pooling of resources.
- A new person in charge of Erasmus is an asset.

### **Areas of improvement and recommendations**

- More variety in exam methods, including group work would be beneficial for students, as noted above.
- The library had very few copies of the textbooks used as course literature, often only one. With more than 25-30 students, it is advisable that more copies be made available for students.
- The EEC got the impression that the availability of electronic resources (e-books, electronic prescriptions of journals, and so forth) is insufficient and has to be remedied.
- The physical infrastructure of the institution was clearly either not yet built or not yet ripe for consideration and was operating in less-than-optimal conditions. The EEC understood that this will be remedied when the new campus is ready. Currently, the expected number of students is 25-30. The new campus will be ready for use in 2029 or possibly 2030. If, in the meantime, the number of students enrolled in the law programme increases significantly, as projected by the institution, the current premises (classroom and library space) will not be sufficient.
- The EEC found inadequate library resources and inadequate digital resources on the basis of its viewings and meetings with students (e.g. complaints as to inability to access materials on lists and access procured through non institutional means). Clearly, more investment is needed and therefore more funds have to be allocated to remedy the situation ahead of the programme launch.
- As a young institution, it is important that the staff covering collaborations via Erasmus or otherwise are experienced and entrepreneurial.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Partially 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*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

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

#### Findings

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

Click or tap here to enter text.

#### Strengths

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

Click or tap here to enter text.

#### Areas of improvement and recommendations

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



Click or tap here to enter text.

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

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



## D. Conclusions and final remarks

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

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

On the whole, the EEC recommends that the programme be accredited provided that the important points of concern we raised are addressed in the short run, in view of the institution's objective to launch the programme in the coming academic year. We hope that the institution will find this committee an essential component of its efforts to launch an exciting, sustainable and rewarding academic programme for Greek-speaking students.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Panos Delimatsis	
Prof. Elaine Fahey	
Prof. Ulf Linderfalk	
Costantine Lambrianides	
Erini Zacharia	

**Date:** 6 March 2025

