Doc. 300.3.1

Date: 17/06/2025

External Evaluation Report
(Departmental)

- **Higher Education Institution:**

  American University of Cyprus (AUCY)
- **Town:** LARNACA
- **School/Faculty:** Faculty of Arts and Humanities
- **Department:** Department of Law
- **Department's Status:** Choose status

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

  Programme 1
  In Greek:
  Programme Name
  In English:
  Programme Name

  Programme 2
  In Greek:
  Programme Name
  In English:
  Programme Name

  Programme 3
  In Greek:
  Programme Name
  In English:
   Programme Name

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ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY

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A. Introduction
This part includes basic information regarding the onsite visit

The External Evaluation Committee (EEC) conducted a site visit to the American University of Cyprus (AUCY or Higher Education Institution, HEI) on June 16, 2025, in accordance with the procedures established by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). The purpose of the visit was to evaluate the Department of Law (Department), with a specific focus on the Bachelor of law (Cyprus law, Greek Law, English Law) and the Master's Degree in Law (LLM) in European and International Law or European and Shipping Law, delivered through distance learning (e-learning).

The EEC consisted of three members with expertise in European Law, Labour Law, and legal education and a student representative. The evaluation process followed the standards and guidelines set forth by CYQAA and aligned with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

The site visit was structured to include:

·   Introductory sessions with the Rector, Dean, and Heads of Department;

·   Presentations and Q&A sessions with the programme's academic and pedagogical coordinators;

·   Evaluation of the programme's design, implementation, learning outcomes, assessment methods, and alignment with the European Qualifications Framework (EQF);

·   Separate discussions with teaching staff, students, graduates, administrative personnel, and external stakeholders.

The evaluation process was interactive, and collegial. The institution provided full access to documentation, course materials, the virtual learning platform, and stakeholders. The findings and recommendations presented in this report are based on the documentation submitted, the observations made during the visit, and the discussions held throughout the evaluation day. During the last meeting (exit meeting) with the leaders of the HEI, the EEC had the opportunity to clarify various remaining questions and to communicate and briefly discuss certain preliminary yet substantive findings. This report describes in greater detail the conclusions and recommendations of the EEC regarding the creation of a department of law within the Faculty of Arts and Humanities of the AUCY/HEI.

B. The **External Evaluation Committee (EEC)**

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Name	Position	University
Xavier Groussot	Professor	University of Lund
Christine Kaddous	Professor	University of Geneva
Vera Pavlou	Senior Lecturer in Law	University of Glasgow, UK

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

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

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

    1 or 2:   Non-compliant

    3:   Partially compliant

    4 or 5:   Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

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

    Findings

    A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***

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

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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ΔΙΠΑΕ CYQAA

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1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1   **Mission and strategic planning (including SWOT analysis)**
1.2   **Connecting with society**
1.3   **Development processes**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning (including SWOT analysis)	**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	3
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC considers that in developing strategy and particularly in the design and developments in the curriculum and modules the department (HEI) could have closer cooperation with professional and scientific associations, ie the external stakeholders.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The Bachelor (Cyrus law, Greek Law, English Law) and LLM (European and International Law or European and Shipping Law) programmes of the HEI are compatible. During the exit discussion, the EEC has considered that each programme (the three programmes in the Bachelor and the LLM programme) should be clearly defined in terms of responsibility and division of tasks. The HEI has agreed on our exit comments and has promised to address the EEC comments on the structuration of the programmes under the supervision of the CYQAA.

Concerning the coherence and compatibility among Departments within the Faculty of Arts and Humanities of the HEI, and as mentioned before, the Department of Law is placed under the supervision of the Faculty of Arts and Humanities. The departmental report shows the compatibility and coherence of placing the Department under the responsibility of the Faculty of Arts and Humanities by transferring and integrating the policies of the Faculty within the Department.

Provide suggestions for changes in case of incompatibility.

Click to enter text.

1. Department's academic profile and orientation	
1.2 Connecting with society	**1 - 5**
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The mission and objectives are specifically defined. The strategic planning is ensured and subject to possible revision/adaptation, The HEI aims at ensuring that its operation and activities have a positive impact on society.

1. Department's academic profile and orientation

1.3 Development processes		**1 - 5**
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The HEI is now focusing on developing effective strategies for attracting and selecting academic staff and students after the present accreditation. The EEC has noticed that the selection procedure for the academic staff with permanent positions is conditioned by the approval of this report. As it is now (and logically), only very few professors have a permanent position as faculty member at the Department. However, in case of approval of the accreditation, it is essential that the department is engaged in employing full-time at least eight new members of the academic staff having a permanent position or, in the alternative, to employ at least 70% of the staff of the department on the basis of a full-time contract. This is necessary to ensure the conduct of the teaching of the programmes in a proper way. The HEI cannot function properly without employing a reasonable amount of full-time academic staff and cannot rely on more than 30% of special staff members remunerated on an hourly basis.

Additionally, write:

- Expected number of Cypriot and international students

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ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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The Department is expecting around 45 students for the Bachelor (around 15 per programme) and around 40 students for the LLM.

- Countries of origin of international students and number from each country

N/A.

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The AUCY was created in 2021 and now wishes to establish a department of law teaching both a face-to-face Bachelor degree in law (Greek - Cypriot - English specializations) and an online Master degree in international and European law or European law and shipping law (Greek - English specialization). The courses in law offered at the AUCY will be administered by a newly established department of law. This newly established department of law will fall under the responsibility of the Faculty of Arts and Humanities. The EEC considers that this structure is fitting at this stage of development of the department of law and may also lead to potential and fruitful interdisciplinary collaboration in the near future. During the site visit, we had the pleasure to interact with the leaders and teachers of the HEI; and during the exit interview we have been able to provide our findings on the mission and objectives of the HEI as well as exchanging views on its process of development. In our view, the SWOT analysis was not thorough enough especially in assessing the weaknesses and threats to the Departement. This comment on the lack of depth of the SWOT analysis should be taken into consideration particularly in the next evaluation. One of the key elements in the creation of the new department of law as underlined by the SWOT analysis (see at p. 26) concerns the issue of recruitment. The EEC completely agrees with this finding and underlines again the need to employ a reasonable number of full-time members of the department in line with the legislation in place. At present, the number of full-time members is insufficient to properly ensure the teaching of the law courses.

N

Strengths

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

- The HEI has a clear mission objective and has developed its strategic planning aiming at fulfilling its mission.

- The HEI provides policies/startegies which can be periodically revised and adapted.

- The HEI programmes of study are in line with European and international standard

Areas of improvement and recommendations

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ΔΙΠΑΕ CYQAA **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
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A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- The HEI should have conducted a more thorough SWOT analysis.
- At the present stage the HEU relies too much on part-time academics. In case of accreditation, it is essential that the HEI employs a higher number of full-time academic staff in line with the legislation in place.
- The HEI could have involved the external stakeholders in a better way in the design of the policies and courses; the engagement of external stakeholders would in turn positively impact in regards to the connection of the HEI to society.
- The HEI could have planned more activities/conferences/seminars to connect more intensively with the society,

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

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1 System and quality assurance strategy **2.2 Quality assurance for the programmes of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
2. Quality Assurance	

2.1 System and quality assurance strategy			**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.		4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:		
	2.1.4.1	Teaching and learning	4
	2.1.4.2	Research	4
	2.1.4.3	The connection with society	4
	2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.		4
2.1.6	Students' evaluation and feedback		4

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

According to the EEC, the quality assurance system promotes a culture of quality taking into consideration students evaluation and feedback. The Department has a policy for quality assurance that forms part of the Institution's strategic management (though it is not yet public). Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes. There is a HEI policy for quality assurance that supports guarding against intolerance of any kind or discrimination against students or staff.

2. Quality Assurance	
2.2 Quality assurance for the programmes of study	**1 - 5**
2.2.1 The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	4
2.2.2 The system and criteria for assessing students performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to students	4
2.2.3 The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4 The results from student assessments are used to improve the programmes of study.	4
2.2.5 The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	3

2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	3
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3
2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	4
	2.2.12.2 Library	4
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	4
	2.2.12.4 Technological infrastructure	4
	2.2.12.5 Academic support	4
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A

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ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

It is clear for the EEC that the Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as part-time, employed and international students as well as students with disabilities. The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the HEI are clear, sufficient and known to the students. The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the HEI lies with the teaching staff.

Findings

The HEI has in place an institutional quality assurance policy that is formal, published, and aligns with national and European frameworks. The programmes' internal quality assurance system is supported by dedicated academic and administrative staff and overseen by a central quality assurance committee. Responsibilities are assigned, and processes such as internal evaluations, student feedback collection, and curriculum reviews are implemented within the policies' documents.

Mechanisms are in place within the HEI to uphold academic integrity and prevent academic fraud, through measures such as Turnitin (with AI detection included) and monitored assessments. The HEI claims that the policies promote inclusiveness and respect for diversity. There is evidence of some level of stakeholders involvement (mostly internal stakeholders) in quality assurance procedures, though external stakeholder engagement appears to be mostly limited to industry consultations.

The HEI programmes are designed in alignment with the university's strategic orientation and the European Qualifications Framework (EQF level 7). The programmes include clear learning outcomes, aligned assessments, and ECTS credits that reflect the expected student workload. However, the LLM programme appears to be of 90 ECTS with a duration of 2 semesters, which is not possible due EU standards which do not allow more than 60 ECTS per academic year. The university representatives confirmed that this was a mistake and the actual duration of the

programme is 3 semesters. Content is academically rigorous, up to date, and reflects recent developments in law, European policy, and shipping regulations. The same is true in relation to the Bachelor programme - as to the content.

The HEI programmes are developed with internal staff input mostly from people with a PhD and professional experience but also academic staff dedicated in the field of Law, Sociology and Arts. However, there is limited evidence of structured student or external stakeholder co-design. There is a clear internal approval process, and mechanisms for periodic monitoring exist, although the frequency and use of external reviewers for curriculum updates are not extensively documented. The programmes' core information—including entry criteria, qualifications awarded, programme structure, learning outcomes, and assessment strategies—are not publicly available via the university website and in programme brochures. Information is presented clearly and accessible for prospective and current students in the submitted documents and they were confirmed in the conversations with the university stakeholders. The HEI mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. There is also a student welfare service that supports students in regard to academic, personal problems and difficulties.

The HEI policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it have been put in place. The HEI collects data on student enrolment, progression, and completion, though these are managed internally and not widely published. The programme uses student evaluations and LMS analytics to track learning engagement. However, systematic reporting on career outcomes, dropout rates, and post-graduation employment is still developing. There is evidence that internal stakeholders (faculty and administration) use this information for improvements, but student involvement in data interpretation and follow-up activities is limited, despite the fact that one student, during the students' session, mentioned that concrete actions have been taken after students submitted recommendations and proposals for change to the university. Career services appear to offer ad hoc rather than structured feedback on graduate trajectories. Data on pass rates, graduate employment outcomes, or student satisfaction indicators are either not visible or only available upon request. The university does not yet provide a public dashboard or annual fact sheet for its programmes.

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Click to enter text.

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

- The HEI has established a clear, institutionalised quality assurance policy aligned with EQF and ESG Standards.
- Formal procedures for internal evaluations and data-driven improvement.
- Mechanisms for academic integrity have been put in place by the HEI

- Procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics have been put in place
- Structured support for teaching and administrative staff in quality processes.
- Integration of labour market relevance
- Designed for student progression and flexible e-learning engagement.
- Courses are coherent and sequenced logically to avoid overlap and ensure academic scaffolding.
- The HEI has not published any information about the programme, prior to its accreditation.
- No misleading information was found in any of the materials provided to the EEC by the HEI on the accreditation status of the programme.

Areas of improvement and recommendations

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

- Strengthen the engagement of external stakeholders beyond consultation by involving them in regular programme reviews
- Formalise stakeholders and students participation in curriculum development and review processes.
- Need to develop structured feedback on graduate trajectories.
- Need to make more visible data on pass rates, graduate employment outcomes, or student satisfaction indicators
- Need to develop a clear AI policy integrated within the plagiarism policy

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

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3. Administration
(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

> *1 or 2: Non-compliant*
> *3: Partially compliant*
> *4 or 5: Compliant*

Quality indicators/criteria		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	4
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	4
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4

3.10	The Department has appropriate procedures for dealing with students' complaints.	4
3.11	Internationalization of the Department and external collaborations.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Both during the visit and in the submitted documentation, it appears that the current administrative structure corresponds to the current needs in the programmes offered by the AUCY. However, the administrative structure will have to be adapted and a corresponding recruitment will have to be envisaged for the potential start of the Bachelor and LLM programme in Autumn 2025, if accredited.

It appears from the submitted documentation that the academic staff of the Department (and future staff) are expected to participate in the governance bodies of the Faculty. The foreseen Head of the Law Department will participate in the appointment of the academic staff that will be needed for the Bachelor and LLM programmes.

In the case of accreditation of the two Law programmes (Bachelor and LLM), it appears from the submitted documentation that one administrative assistant and some academic advisors (their number will depend on the number of students enrolled in the programmes) will be part of the administrative team of the Department of Law.

The submitted documentation also provides for the allocation of administrative duties to Academic staff members. Indeed, the Head of the Law Department will mainly perform the administrative duties. However, depending on the needs of the department, some other faculty members will help in the scheduling of courses, advising students, etc. In such cases, they will be given a teaching reduction.

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

- The current administrative structure is in line with the needs of the AUCY.
- The administrative structure which allows good management.

F.

Areas of improvement and recommendations

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

As the Bachelor and LLM programmes envisaged are under accreditation process, the current administrative structure will have to be enriched in order to correspond to the future needs of the management in the two new programmes and to the needs of the future incoming students.

Please select what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
3. Administration	Compliant

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	4
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click or tap here to enter text.	
4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Both during the visit and in the submitted documentation it appears that all full and part-time faculty members are expected to teach not more than 9 credit hours/per week/ per semester. Special scientists, adjunct, and visiting faculty are expected to lecture the courses assigned to them based on the needs of the Department. Faculty members with administrative duties and responsibilities are expected to lecture 6 credit hours per week/per semester.

The submitted documentation provides for an assessment of the Programmes. If the student enrolment is below 8 and the demand of the market for such graduates is low for two consecutive years, then the closure of the programme will occur. At the same time, the Curriculum Committee at the Department level will on a yearly basis evaluate all the programmes of study and offer feedback to the Department Head who will notify the Faculty members lecturing the specific courses, whether any of the courses require revisions, etc. The potential revised programme goes back to the Curriculum Committee for approval.

F.

According to the submitted documentation, the learning outcomes, content of the programmes of study, assignments and the final exams in the LLM programme correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). There is no mention of the same for the Bachelor in Law programme.

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

If the Department of Law will achieve the goals mentioned in the application for the accreditation of the Bachelor Programme and the LLM Programme, and if the processes linked to the administrative structure and the learning and teaching sections are respected, these elements can be considered as strengths.

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

As the two Law programmes are in the process of accreditation, it is not possible at this stage to make any fruitful recommendation except the ones that have been referred to in the online LLM report and in the Bachelor of Law programme.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

F.

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5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1 The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2 The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3 The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4 The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5 The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
5.6 The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7 The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8 Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The main deficiency the EEC notes is that the number of full-time faculty members with exclusive work at the HEI is disproportionately lower to that of special teaching staff working part-time and without exclusive work. That negatively impacts several areas under evaluation.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work

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- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Based on the submitted material and the onsite visit, it seems that AUCY places a lot of emphasis on hiring suitably qualified members of staff to deliver on its teaching and research mission. The hiring policy in place is transparent, fair and consistent with international standards and practice in the higher education sector. During the visit, AUCY reassured the EEC that the same processes and procedures will be applied in relation to the academic staff that will deliver the Law programmes.

As things currently stand, there are no permanently hired faculty members affiliated to the Law Department. Instead, AUCY has signed memoranda of understanding with prospective members of staff who will teach on the Law programmes. Based on AUCY's estimates on student numbers, the student-staff ratio is satisfactory. However, the specific roles, responsibilities, academic rank and contract type (whether part-time or full-time, fixed-term or open-ended) of each prospective member of staff are not entirely clear. During the EEC's onsite visit, and especially the discussion with the prospective teaching staff (those who have signed memoranda of understanding,) it became apparent that AUCY plans to hire the vast majority as Special Teaching Staff, i.e. teaching staff that is neither in full-time nor exclusive employment with the University and is not expected to engage in research (given the teaching focus of the role).

At the exit interview, the EEC explained the importance of having a sufficient number of suitably qualified (i.e. PhD holders with relevant experience) faculty members engaged full-time and exclusively by AUCY. The EEC explained that this is key for any University to be able to deliver its mission to a good standard. AUCY has been receptive to our feedback and have committed to increase their number of faculty from two (2) full-time faculty members to ten (10) during the first year of running the programmes. On a more positive note, it seems that AUCY already has a pool of suitable candidates which means it could fill its full-time faculty posts relatively easily.

Strengths

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

- Prospective staff with the necessary formal and substantive qualifications for teaching
- Different opportunities for students to provide teaching staff with feedback on their teaching during and after the teaching
- The ratio of staff and students (based on projected student numbers) is satisfactory

Areas of improvement and recommendations

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

- Low number of full-time faculty members. The HEI should prioritise the recruitment of full-time faculty members, exclusively employed by and who are able to combine teaching with academic research. Faculty members should hold a PhD from a reputable university

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and be active researchers in their fields of specialisation (as evidenced by peer-reviewed publications, academic conference participation, engagement in research projects, previous employment in higher education institutions). The EEC expects the AUCY to hire a total of 10 faculty members during the first year of running the Law programmes. Recruitment could take place from the existing pool of academics who have signed memoranda of understanding with AUCY or through open recruitment.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Partially Compliant
Synergies of teaching and research	Compliant

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6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant
3:   Partially compliant
4 or 5:   Compliant

Quality indicators/criteria	
6. Research	**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	4
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	3
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There are no clearly defined mechanisms to promote and oversee the implementation of the Research Policy. The Research Policy should be periodically reviewed and updated when necessary. There are no mechanisms in place to support the consistent development of students' research skills.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

HEI stressed their commitment to fostering research activity. Following the onsite visit, the HEI sent us the Research Policy that applies to their existing programmes and which they intend to apply to the new Law programmes as well. According to the Research Policy, the HEI commits to provide a number of financial incentives for staff to engage in research activity, such as publication of research outcomes and conference participation. There are also plans to establish a Research Center to support staff in engaging in academic research, including applying for external funding from national and international sources. The HEI has a library with physical and online resources, equipped with a specialised librarian. There are plans to subscribe to databases that are relevant for legal research, such as Westlaw. The HEI stated that they aim to integrate students in research activity and develop students' research skills; however, there was not much detail as to how these aims will be achieved.

Strengths

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

- stated intention to cultivate a research culture among staff and students
- a number of prospective staff have previous experience in engaging in research activity, including publishing academic research results
- resources and infrastructure to support research activity

Areas of improvement and recommendations

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

- Clearer and more developed Research Policy to incentivize and support research, such as more information to staff on what academic research activity should be prioritised by staff
- Support the development of research culture in the HEI by, for instance, creating structured opportunities for staff to present and discuss their work with their colleagues and academics from other HEI such as a Departmental Research Seminar Series
- More clarity on how to develop students' research skills, such as a Bachelor research dissertation module for students on their final year

Please √ what is appropriate for the following assessment area:

F.

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

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7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	3
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	3
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	3
7.6	The Department's external audit and the transparent management of its finances are ensured.	3
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.
There should be more processes in place to carry out risk assessment and sustainability of the programmes as well as external auditing of how resources are used.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Based on the material included in the HEI's application, there are estimates on the budget that will be allocated to cover staff and other expenses during the first year, with the stated aim of increasing the allocated funds as student and faculty numbers increase. There was not much

information provided on risks assessment and sustainability of the programmes. There does not seem to be any external audit nor information on how finances will be managed transparently.

Strengths
- Planned funds are modest but adequate

Areas of improvement and recommendations

The HEI should develop internal and external processes to periodically review how the funds are being used.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
7. Resources	Partially Compliant

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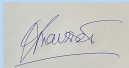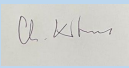## D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The EEC is grateful to the institution and also the CYAA 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 a good case for accreditation. We have found the programmes under review to be well-thought, with good quality assurance mechanisms and delivered by academic colleagues. At the same time, several areas of improvement identified in this report will have to be addressed, ranging from staffing and hires of academics to increasing resources for students and staff to ensuring a continuous balance between research and teaching time throughout the academic year.

We hope that AUCY will find this committee report an essential component of its growth strategy and its ambition as well as a source of reflection in its efforts to run exciting, sustainable and rewarding academic programmes for students.

E.   Signatures of the EEC

Name	Signature
Xavier Groussot	
Christine Kaddous	
Vera Pavlou	Vera Pavlou

Date: 18 June 2025