

Doc. 300.1.2

Date: 20/6/2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
AMERICAN UNIVERSITY OF CYPRUS

- **Town:** LARNACA
- **Programme of study**  
**MASTER OF LAW (18 MONTHS, ECTS, CYCLE)**

### In Greek:

ΕΞ ΑΠΟΣΤΑΣΕΩΣ ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΣΠΟΥΔΩΝ ΔΙΚΑΙΟΥ ΕΥΡΩΠΑΪΚΩΝ ΚΑΙ ΔΙΕΘΝΩΝ  
ΕΠΙΧΕΙΡΗΣΕΩΝ Ή ΔΙΚΑΙΟΥ ΕΥΡΩΠΑΪΚΩΝ ΚΑΙ  
ΝΑΥΤΙΛΙΑΚΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ

### In English:

ONLINE MASTER'S DEGREE IN LAW (LLM) IN  
EUROPEAN AND INTERNATIONAL BUSINESS LAW OR  
EUROPEAN AND SHIPPING BUSINESS LAW

- **Language(s) of instruction:** ENGLISH
- **Programme's status:** New
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><b>2.3. Student Assessment</b></p> <p><b>Point 1</b></p> <p>Clarify the use of second markers for final or high-stakes assessments.</p>	<p>The use of second markers in final or high-stakes assessments is a cornerstone of academic integrity and quality assurance. While resource-intensive, it plays a vital role in ensuring fairness, standardization, and credibility in academic evaluation. Its effectiveness, however, hinges on clear guidelines, training for assessors, and transparent discrepancy resolution processes.</p> <p>AUCY Department of Law as part of its commitment to academic integrity, fairness, and the maintenance of rigorous academic standards, employs for its online postgraduate program a structured second marking process in its thesis, major</p>	<p>Choose level of compliance:</p>

	<p>coursework, and examinations.</p> <p>Second marking serves as a key quality assurance mechanism to ensure consistency in the application of assessment criteria.</p> <p>Where appropriate, blind – double - marking is used – particularly in assessments that significantly impact degree classification. In other cases, moderate second marking is employed to confirm the accuracy and fairness of initial marks.</p> <p>This process aligns with our institutional policies and expectations, and is further supported by external examiner oversight.</p> <p>Discrepancies between first and second markers are addressed through a transparent resolution procedure, which may involve a moderation panel, consisting of the</p>	
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	<p>coordinator of the postgraduate program and the Head of the Law Department.</p> <p>The second marking process reinforces the robustness of assessment decisions and supports the credibility and accreditation standards of the AUCY Law Programme and this is the reason why we consider it of high importance.</p>	
<p><b>Point 2</b></p> <p>Expand feedback quality and depth, linking it explicitly to improvement in learning and digital participation (also in the document in the 3rd bullet point of 2.1 section).</p>	<p>We plan to utilize Knowledge Checks (quizzes) in Moodle to enable both students and instructors to assess their level of knowledge acquisition as they progress through the course of study.</p> <p>The quizzes utilize primarily multiple-choice questions with feedback provided for each answer option.</p> <p>The feedback for each question is designed to help students in furthering their inquiry and therefore does</p>	<p>Choose level of compliance:</p>

	<p>not offer the answer but simply poses a follow-up question and provides the student with guidance on where to learn more about the question based on the course materials.</p> <p>For correct responses, the student is encouraged to consider «what if» scenarios related to the topic under study.</p> <p>The e-learning courses will include a weekly discussion forum that asks students to pose questions and real-world legal examples based on the readings for the week.</p> <p>The questions and examples will be collected as a separate document and will be shared with students, after the instructor provides their feedback and own examples.</p> <p>This is shared as an announcement at the end of the week. From week to week, this document grows</p>	
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	<p>and allows the instructor to show connection between the course material.</p> <p>It also serves to demonstrate the relevance of the course in relation to the legal profession.</p> <p>The expansion of the quality and depth of feedback, which will provide the impetus for further participation and learning, will be achieved within the context of course delivery and through interactive tasks, live discussions, asynchronous discussions and individual tasks, in order to enable the exchange of views between students, enrich their argumentation and improve their learning level through the interactive learning process, which in any case constitutes the crowning glory of distance education.</p>	
<b>Point 3</b>	The AUCY has established a policy	Choose level of compliance:

<p>Include a policy for academic integrity and ethical use of Artificial Intelligence. Please note that this should not be a programme-focused policy but an institutional policy which should be applied in all programmes of study, including the online programmes.</p>	<p>regarding academic integrity and AI. The policy document is available in the Student Handbook and in the Student Commons (Moodle site) – also see below. Note that a statement regarding academic integrity and the use of AI is also included in the syllabus template provided to instructors in the Academic Policies section of the syllabus with direct links to the full policies on the AUCY website.</p> <p>Our AI Policy:</p> <p><b>AUCY University – Generative AI (GenAI) Usage Guidelines</b></p> <p>These guidelines are intended to help AUCY staff, faculty, and students use Generative Artificial Intelligence (GenAI) tools responsibly, ethically, and effectively. They provide</p>	
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	<p>clear boundaries on what GenAI can and cannot be used for, while also supporting creativity and innovation in education and research.</p> <p><b>Definition of Generative AI</b></p> <p>AUCY aligns with the central government's definition:</p> <p>Generative AI is a form of Artificial Intelligence that uses complex algorithms to generate new content such as text, images, code, or videos.</p> <p>Artificial Intelligence (AI) refers to systems that exhibit intelligent behavior by analyzing their environment and making decisions with a degree of autonomy. Learning from data and improving performance over time is a hallmark of AI.</p> <p><b>Purpose of These Guidelines</b></p>	
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	<p>These AUCY-published recommendations form the basis of AUCY's more comprehensive AI strategy.</p> <p>They assist users:</p> <ul style="list-style-type: none"> <li>➤ Understand the scope and limitations of GenAI.</li> <li>➤ Use GenAI tools like ChatGPT, Microsoft Copilot, Gemini, DeepSeek, and others safely.</li> <li>➤ Ensure that academic integrity, data privacy, and institutional values are preserved.</li> </ul> <p><b>Rules for Using GenAI</b></p> <p><b>1. GenAI is a Tool, Not a Replacement</b></p> <ul style="list-style-type: none"> <li>➤ Use GenAI to brainstorm ideas, summarize texts, simplify language, or generate first drafts.</li> <li>➤ Always evaluate and edit content</li> </ul>	
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produced by GenAI critically.

- Maintain academic ownership of your work.

## 2. GenAI Must Be Adapted

- Modify AI-generated text to match AUCY's scholarly writing style and your own voice.
- To guarantee uniformity, consult the AUCY Style Guide.

## 3. Apply common sense.

Would you pose the same query to a classmate or coworker? Otherwise, reconsider asking the AI.

## 4. GenAI Is Not a Search Engine

- Do not rely on GenAI tools for factual accuracy or up-to-date information.

	<ul style="list-style-type: none"> <li>➤ Always cross-verify information using credible sources.</li> </ul> <p><b>5. GenAI Does Not Guarantee Privacy</b></p> <ul style="list-style-type: none"> <li>➤ Never input personal, confidential, or sensitive university data into GenAI tools.</li> <li>➤ Assume anything entered may be stored, reused, or leaked.</li> <li>➤ Follow the AUCY Data Classification Policy and report suspected data breaches immediately to the IT Service Desk.</li> </ul> <p><b>6. Learn to Prompt Effectively</b></p> <ul style="list-style-type: none"> <li>➤ Provide context and examples to get better results.</li> </ul>	
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	<p>➤ Considering taking training courses on effective prompting, many are offered at AUCY University and online.</p> <p><b>7. Employ GenAI Properly</b></p> <p>➤ Never use GenAI for illegal, fraudulent, or policy-violating activities.</p> <p>➤ Refer to each AI provider's usage policy (e.g., OpenAI, Microsoft, Google).</p> <p><b>8. GenAI in Education and Research</b></p> <p>➤ You are responsible for your own work. Submitting GenAI-generated content without acknowledgment may constitute fraud.</p> <p>➤ Transparency is key. Clearly indicate how and where you used</p>	
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	<p>GenAI tools in your work.</p> <ul style="list-style-type: none"> <li>➤ Provide accurate citations. Direct copying or paraphrasing without appropriate referencing is not allowed unless permitted by your instructor.</li> <li>➤ Follow the exam rules. Use of GenAI during in-person or online assessments is prohibited unless explicitly allowed.</li> </ul> <p>For teaching staff: refer to the Community for Learning &amp; Innovation on AUCY for best practices in using GenAI in pedagogy.</p> <p><b>Prohibited Use Cases Without Explicit Permission</b></p> <p>Do not use GenAI tools for:</p> <ul style="list-style-type: none"> <li>➤ Generating proprietary or</li> </ul>	
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	<p>unpublished research content.</p> <ul style="list-style-type: none"> <li>➤ Legal or policy interpretation or advice.</li> <li>➤ Personnel decisions (hiring, evaluation, disciplinary).</li> <li>➤ Academic grading or assessment decisions.</li> </ul> <p><b>Use of AUCY Email with AI Tools</b></p> <ul style="list-style-type: none"> <li>➤ Use your AUCY email only for work-related AI tools that have been approved.</li> <li>➤ Do not use your AUCY email to register for personal GenAI accounts unless explicitly authorized.</li> <li>➤ This aligns with the ICT regulations.</li> </ul> <p><b>Commercial Data Protection and Microsoft Copilot</b></p>	
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	<p>When using the web version of Microsoft Copilot:</p> <ul style="list-style-type: none"> <li>➤ Commercial Data Protection is enabled.</li> <li>➤ Prompts, usernames, and document names may be stored.</li> <li>➤ File contents and private conversations are not stored.</li> <li>➤ Data may be processed outside.</li> </ul> <p><b>Final Notes</b></p> <ul style="list-style-type: none"> <li>➤ These guidelines will evolve as technology and policy mature.</li> <li>➤ Your participation in responsible AI use is vital to maintaining the integrity of AUCY's academic and institutional standards.</li> </ul>	
<b>2.4. Study guides structure, content and interactive activities</b>	We have adjusted the Study Guide to include the	Choose level of compliance:

<p><b>Point 1</b></p> <p>Re-structure the information of the study guides for each course, including all components (introductory remarks, description, objectives, learning outcomes, annotated bibliography, formative and summative activities (including synchronous teleconferences and self-assessment activities), approximate workload for the student per week, etc. as per CYQAA guidelines: <a href="https://dipae.ac.cy/index.php/en/news-and-events/announcements/693-04-05-2020-enimerosi-axilogisi-distance-programme-2-en">https://dipae.ac.cy/index.php/en/news-and-events/announcements/693-04-05-2020-enimerosi-axilogisi-distance-programme-2-en</a></p>	<p>workload, tools to be used, and designated synchronous and asynchronous engagements. We include the EU Labour Law course as an example.</p> <p> European Labour Law-yv.docx</p>	
<p><b>Point 2</b></p> <p>Increase the use of multimedia and simulations to further diversify learning modes and the development of practical skills.</p>	<p>We added a case study for each synchronous engagement that is designed to engage students in role-play. We have also included knowledge checks with scenario-based questions.</p>	<p>Choose level of compliance:</p>

### 3. Teaching staff (ESG 1.5)


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

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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><b>5.1. Teaching and learning resources</b></p> <p><b>Point 1</b></p> <p>Establish a formal organizational chart of the e-learning unit with all the existing people's names and the vacant positions which will be filled as soon as the programme is accredited.</p>	<p>We should point out that at the e-learning postgraduate program we have little vacant positions, since:</p> <ol style="list-style-type: none"> <li>1. Professor Ioannis Michaloudis is the Dean of the Faculty of Arts And Humanities with non-fixed exclusive employment contract</li> <li>2. Dr. Alexios Ch. Constantinou, Associate Professor and the Head of the Department of Law will be also a Faculty Member with non – fixed exclusive employment contract, Professor and Instructor in the aforementioned e-learning program</li> <li>3. The Honorary Sotiris Liasides will be the coordinator of the law programmes and also will be a Faculty Member with non –</li> </ol>	<p>Choose level of compliance:</p>

	<p>fixed exclusive employment contract and</p> <p>4. Professor Yianna Vovides will be the online Master's Degree Program coordinator as a Faculty member with non-fixed exclusive employment contract.</p> <p>5. Mr. Zaid Nassif will be e-learning Unit Director</p> <p>6. Ms. Aggeliki Athanasiadi will be Instructional Designer</p> <p>7. Dr. Markos Markou will be Educational Technologist</p> <p>8. Mr. Gilbert Abboud will be Multimedia Specialist</p> <p>9. Mr. Rabih Kastoun will be IT support (Staff and Student)</p> <p>10. To be assigned Quality Assurance Specialist</p> <p>11. Ms. Krista Natsiou will be Librarian/Digital Resources Manager</p> <p>In addition, please find attached the Organizational Chart</p> <div style="text-align: center;">   Organizational Chart.pdf </div>	
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<p><b>Point 2</b></p> <p>Clarification of the role of the professor of instructional design (Prof. Y. V.) within the organizational structure of the e-learning unit.</p>	<p>The role of the professor of instructional design is to serve as a bridge between the academic needs and the support provided via the technical staff of the e-learning unit. Working in collaboration with the IT staff, the professor will determine specific needs of the program and design interventions (sims and other interactive multimedia) for development by e-learning staff. The professor is responsible to ensure that the eLearning materials are directly aligned to the learning outcomes specified in the courses.</p>	<p>Choose level of compliance:</p>
<p><b>Point 3</b></p> <p>Consider investing more in further integrating simulations, scenario-based learning, and real-life legal applications using digital tools.</p>	<p>We plan to begin with the utilization of discussion forums in Moodle to engage students in case study analysis. In addition, we aim to emphasize argumentation within the live discussions through role-play. We also expect to engage students in using generative AI for practicing prompting and</p>	<p>Choose level of compliance:</p>



	debates using the RAFTS (Role, Audience, Format, Topic, Style) writing strategy.	
<p><b>Point 4</b></p> <p>Promote co-creation opportunities where students contribute to knowledge construction through peer-driven activities.</p>	The students will be assigned group activities especially related to case analysis and current legal issues.	Choose level of compliance:
<p><b>Point 5</b></p> <p>Create student handbook and cheat sheets for students on time management, academic writing, IT and navigation in the platform.</p>	We are preparing a Student Commons (Moodle site) where all students will be enrolled prior to starting their program. This resource will serve as an orientation and will be used throughout their academic program for push communication and temperature checks (using polling technology). In addition, to the Student Commons, we will have a student handbook as a PDF that focuses on the academic policies and links to resources.	Choose level of compliance:
<p><b>5.4. Student support</b></p> <p><b>Point 1</b></p> <p>Formalise student support pathways (student handbook)</p>	The Student Commons Moodle site and the student handbook will include an exhaustive section outlining the disability support services	Choose level of compliance:

<p>for online student and for special needs students and proactively communicate them.</p>	<p>available to students and to them studying online.</p> <p>AUCY Department of Law affirms its commitment to providing comprehensive, accessible and equitable support services to students engaged on the online postgraduate program, ensuring that they will have everyday access to virtual academic advising, online tutoring and digital library resources.</p> <p>Students will enjoy continuous technical assistance through everyday IT helpdesk, accessible via phone, email and live chat. Online students will have also access to confidential virtual counseling and mental health services, in order AUCY Department of Law to achieve the wellbeing of their students.</p> <p>All online students are going to receive orientation materials and on-going engagement, through webinars and newsletters,</p>	
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	<p>since the AUCY Department of Law will maintain proactive communication throughout the academic term.</p> <p>All online students will be fully accessible to digital platforms, in order to cover every administrative need, such as enrollment, complaints, appeals etc.</p> <p>Additionally, Disability Services Office will support students with disabilities through confidential enrollment by all means, especially on accommodation.</p> <p>Students with disabilities are entitled to reasonable academic accommodations, such as extended examination time, accessible course materials, assistive technology, modified assessment methods, physical accessibility enhancements but also assistive technologies, including screen readers, speech-to-text software, and captioning tools, as required by individual learning plans.</p>	
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	<p>All academic and administrative staff should receive training for implementing the approved accommodations in a respectful way and closely cooperate with the aforementioned Disability Support Office.</p> <p>Students with psychological or neurodiverse conditions (e.g., autism, ADHD, anxiety) shall have access to targeted counseling services and learning strategies tailored to their needs.</p>	
<p><b>Point 2</b></p> <p>Strengthen internationalisation by promoting mobility options and cross-institutional virtual learning opportunities.</p>	<p>We plan to launch a Teaching Commons Moodle site to serve as a hub for faculty resources for online and in-person courses. We will focus on discipline-specific teaching resources as well as general pedagogical resources that support active learning. Specifically, for online, we will encourage and support a community of practice within AUCY Department of Law and membership in European-</p>	<p>Choose level of compliance:</p>

	based association that focus on online learning.	
<p><b>Point 3</b></p> <p>Constantly evaluate support services to ensure they meet the needs of online students.</p>	<p>We acknowledge the importance of continuously evaluating support services to ensure they are responsive to the evolving needs of online students. As part of our commitment to student-centered education, we have embedded multiple mechanisms to assess the effectiveness and relevance of these services.</p> <p>Specifically, we will implement regular online student satisfaction surveys at the end of each academic term. These surveys will include targeted questions addressing the accessibility, timeliness, and usefulness of support services such as IT assistance, academic advising, library access, and student affairs.</p> <p>In addition to surveys, we will actively collect direct feedback through structured focus groups, informal virtual drop-in sessions, and feedback</p>	<p>Choose level of compliance:</p>

	<p>forms embedded within the Moodle-based Student Commons platform. These touchpoints will allow students to express concerns or suggestions in real time, facilitating agile improvements.</p> <p>Findings from both the surveys and direct feedback will be reviewed by a dedicated committee, and results will inform quarterly reports aimed at adjusting and enhancing support services accordingly.</p> <p>This multi-tiered approach will help ensure our support structures remain aligned with the diverse needs of our online student community.</p>	
<p><b>Point 4</b></p> <p>Include in the student support services academic writing, referencing, time management and ethical use of AI.</p>	<p>We fully agree with the committee's recommendation to include academic writing, referencing, time management, and the ethical use of AI within our student support services. These areas are critical to the academic success and integrity of our</p>	<p>Choose level of compliance:</p>

	<p>online students, particularly given the autonomous nature of distance learning.</p> <p>To address this, we are integrating dedicated modules on these topics within the Student Commons, our Moodle-based orientation and support site. These modules will include:</p> <ul style="list-style-type: none"> <li>➤ Academic Writing and Referencing: Interactive materials and guides on structuring academic work, proper citation (APA, MLA, etc.), and avoiding plagiarism. Supplementary video tutorials and writing samples will also be made available.</li> <li>➤ Time Management: Practical strategies, downloadable planners, and self-paced workshops which are designed to help students balance studies with professional and</li> </ul>	
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	<p>personal responsibilities. This is especially relevant for our working adult students.</p> <p>➤ Ethical Use of AI: A new component will address how students can responsibly utilize AI tools for research, writing support, and productivity without breaching academic integrity. This section will be developed in alignment with institutional policies and international standards on academic honesty.</p> <p>These resources will be reinforced by periodic webinars, Q&amp;A sessions with faculty and support staff, and embedded reminders throughout courses. Furthermore, feedback on these services will be solicited regularly through student surveys and course</p>	
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	evaluations to ensure ongoing relevance and improvement.	
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## 6. Additional for doctoral programmes (ALL ESG)

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## 7. Eligibility (Joint programme) (ALL ESG)

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## B. Conclusions and final remarks

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#### D. Higher Education Institution academic representatives

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