Doc. 300.1.2

Higher Education Institution's Response

Date: 20/6/2025

- 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

KYΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ REPUBLIC OF CYPRUS 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 2nd 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 <u>without any interference</u> 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 by EEC	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
2.3. Student Assessment	The use of second markers	Choose level of
Point 1	in final or high-stakes	compliance:
Clarify the use of second markers for	assessments is a cornerstone	
final or high-stakes assessments.	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.	
	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	





coursework, and examinations.

Second marking serves as a key quality assurance mechanism to ensure consistency in the application of assessment criteria.

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.

This process aligns with our institutional policies and expectations, and is further supported by external examiner oversight. Discrepancies between first and second markers are addressed through resolution transparent procedure, which may involve a moderation panel, consisting of the





coor	dinator		of	the
post	graduat	e pr	ogran	n and
the	Head	of	the	Law
Dep	artment			

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.

Point 2

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).

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.

The quizzes utilize primarily multiple-choice questions with feedback provided for each answer option.

The feedback for each question is designed to help students in furthering their inquiry and therefore does Choose level of compliance:



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.

For correct responses, the student is encouraged to consider «what if» scenarios related to the topic under study.

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.

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.

This is shared as an announcement at the end of the week. From week to week, this document grows





	and allows the instructor to	
	show connection between	
	the course material.	
	It also serves to	
	demonstrate the relevance	
	of the course in relation to	
	the legal profession.	
	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.	
Point 3	The AUCY has	Choose level of
	established a policy	compliance:

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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.

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 statement regarding academic integrity and the use of AI is also included in the syllabus template provided to instructors in Academic the Policies section of the syllabus with direct links to the full policies the **AUCY** on website.

Our AI Policy:

AUCY University -Generative AI (GenAI) Usage Guidelines

These guidelines are intended to help AUCY staff, faculty, and students use Generative Artificial Intelligence (GenAI) tools responsibly, ethically, and effectively. They provide



clear boundaries on what GenAI can and cannot be used for, while also supporting creativity and innovation in education and research.

Definition of Generative AI

AUCY aligns with the central government's definition:

Generative AI is a form of Artificial Intelligence that uses complex algorithms to generate new content such as text, images, code, or videos.

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.

Purpose of These Guidelines



These AUCY-published recommendations form the basis of AUCY's more comprehensive AI strategy.

They assist users:

- Understand the scope and limitations of GenAI.
- Use GenAI tools like
 ChatGPT, Microsoft
 Copilot, Gemini,
 DeepSeek, and
 others safely.
- Ensure that academic integrity, data privacy, and institutional values are preserved.

Rules for Using GenAI 1. GenAI is a Tool, Not a Replacement

- Use GenAI to brainstorm ideas, summarize texts, simplify language, or generate first drafts.
- Always evaluate and edit content



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-todate information.

Always	cross	-verify
informat	ion	using
credible	source	es.

5. GenAI Does Not Guarantee Privacy

- Never input personal,
 confidential, or sensitive university
 data into GenAI tools.
- Assume anything entered may be stored, reused, or leaked.
- Follow the AUCY
 Data Classification
 Policy and report
 suspected data
 breaches
 immediately to the IT
 Service Desk.

6. Learn to Prompt Effectively

Provide context and examples to get better results. Considering taking training courses on effective prompting, many are offered at AUCY University and online.

7. Employ GenAI Properly

- Never use GenAI for illegal, fraudulent, or policy-violating activities.
- Refer to each AI provider's usage policy (e.g., OpenAI, Microsoft, Google).

8. GenAI in Education and Research

- You are responsible for your own work. Submitting GenAIgenerated content without acknowledgment may constitute fraud.
- Transparency is key. Clearly indicate how and where you used



GenAI	tools	in	your
work.			

- Provide accurate citations. Direct copying or paraphrasing without appropriate referencing is not allowed unless permitted by your instructor.
- Follow the exam rules. Use of GenAI during in-person or online assessments is prohibited unless explicitly allowed.

For teaching staff: refer to the Community for Learning & Innovation on AUCY for best practices in using GenAI in pedagogy.

Prohibited Use Cases
Without Explicit

Permission

Do not use GenAI tools for:

Generating proprietary or



unpublished research content.

- Legal or policy interpretation or advice.
- Personnel decisions (hiring, evaluation, disciplinary).
- Academic grading or assessment decisions.

Use of AUCY Email with

AI Tools

- Use your AUCY email only for workrelated AI tools that have been approved.
- Do not use your AUCY email to register for personal GenAI accounts unless explicitly authorized.
- ➤ This aligns with the ICT regulations.

Commercial Data
Protection and Microsoft
Copilot





	When using the web	
	version of Microsoft	
	Copilot:	
	> Commercial Data	
	Protection is enabled.	
	Prompts, usernames,	
	and document	
	names may be	
	stored.	
	➤ File contents and	
	private	
	conversations are not	
	stored.	
	> Data may be	
	processed outside.	
	Final Notes	
	➤ These guidelines will	
	evolve as technology	
	and policy mature.	
	Your participation in	
	responsible AI use is	
	vital to maintaining	
	the integrity of	
	AUCY's academic	
	and institutional	
	standards.	
	We have adjusted the	Choose level of
2.4. Study guides structure, content	Study Guide to include the	compliance:
and interactive activities	The second of th	



Point 1

Re-structure the information of the study guides for each course, including all components (introductory remarks, description, objectives, learning outcomes, annotated bibliography, formative and activities summative (including synchronous teleconferences and selfactivities), assessment approximate workload for the student per week, etc. as per **CYQAA** guidelines: https://dipae.ac.cy/index.php/en/newsand-events/announcements/693-04-05-2020-enimerosi-axilogisi-distanceprogramme-2-en

workload, tools to be used, and designated synchronous and asynchronous engagements. We include the EU Labour Law course as an example.



Point 2

Increase the use of multimedia and simulations to further diversify learning modes and the development of practical skills.

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.

Choose level of compliance:

3. Teaching staff

(ESG 1.5)

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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
5.1. Teaching and learning	We should point out that at	Choose level of compliance:
resources	the e-learning postgraduate	
Point 1	program we have little vacant	
Establish a formal	positions, since:	
organizational chart of the e-	1. Professor Ioannis	
learning unit with all the	Michaloudis is the Dean of the	
existing people's names and	Faculty of Arts And	
the vacant positions which will	Humanities with non-fixed	
be filled as soon as the	exclusive employment	
programme is accredited.	contract	
	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	
	3. The Honorary Sotiris	
	Liasides will be the	
	coordinator of the law	
	programmes and also will be a	
	Faculty Member with non -	



fixed exclusive employment contract and

- **4.** Professor Yianna Vovides will be the online Master's Degree Program coordinator as a Faculty member with nonfixed exclusive employment contract.
- **5.** Mr. Zaid Nassif will be elearning Unit Director
- **6.** Ms. Aggeliki Athanasiadi will be Instructional Designer
- 7. Dr. Markos Markou will be Educational Technologist
- **8.** Mr. Gilbert Abboud will be Multimedia Specialist
- 9. Mr. Rabih Kastoun will beIT support (Staff and Student)
- **10.** To be assigned Quality Assurance Specialist
- 11. Ms. Krista Natsiou will be Librarian/Digital Resources Manager

In addition, please find attached the Organizational Chart



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Point 2

Clarification of the role of the professor of instructional design (Prof. Y. V.) within the organizational structure of the e-learning unit.

The role of the professor of instructional design is to serve bridge between academic needs the and 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) 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.

Choose level of compliance:

Point 3

Consider investing more in further integrating simulations, scenario-based learning, and real-life legal applications using digital tools.

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 ΑI for practicing prompting and Choose level of compliance:



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	debates using the RAFTS	
	(Role, Audience, Format,	
	Topic, Style) writing strategy.	
Point 4	The students will be	Choose level of compliance:
Promote co-creation	assigned group activities	
opportunities where students	especially related to case	
contribute to knowledge	analysis and current legal	
construction through peer-	issues.	
driven activities.		
Point 5	We are preparing a Student	Choose level of compliance:
Create student handbook	Commons (Moodle site) where	
and cheat sheets for students	all students will be enrolled	
on time management,	prior to starting their program.	
academic writing, IT and	This resource will serve as an	
navigation in the platform.	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.	
5.4. Student support	The Student Commons	Choose level of compliance:
Point 1	Moodle site and the student	
Formalise student support	handbook will include an	
pathways (student handbook)	exhaustive section outlining	
, (====================================	the disability support services	

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for online student and for special needs students and proactively communicate them.

available to students and to them studying online.

AUCY Department of Law affirms its commitment to providing comprehensive, accessible and equitable support services to students engaged the online postgraduate program, ensuring that they will have everyday access to virtual academic advising, online tutoring and digital library resources.

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. order **AUCY** in Department of Law to achieve the wellbeing of their students.

All online students are going to receive orientation materials and on-going engagement, through webinars and newsletters,

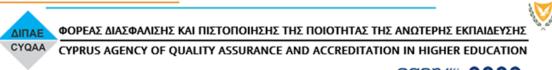


since the AUCY Department of Law will maintain proactive communication throughout the academic term.

All online students will be fully accessible to digital platforms, in order to cover every administrative need, such as enrollment, complaints, appeals etc.

Additionally, Disability
Services Office will support
students with disabilities
through confidential
enrollment by all means,
especially on accommodation.

Students with disabilities entitled to are 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.



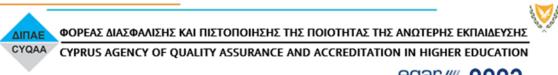


All academic and administrative staff should receive training for implementing the approved accommodations in respectful way and closely cooperate with the aforementioned Disability Support Office. Students with psychological or neurodiverse conditions (e.g., autism, ADHD, anxiety) shall have access to targeted counseling services and learning strategies tailored to their needs. launch Choose level of compliance: We plan to Teaching Commons Moodle site to serve as a hub for faculty resources for online and inperson courses. We will focus on discipline-specific teaching resources as well as general pedagogical resources that support active learning.

Point 2

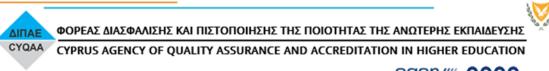
Strengthen internationalisation by promoting mobility options and cross-institutional virtual learning opportunities.

Specifically, for online, we will encourage and support community of practice within AUCY Department of Law and membership Europeanin





	based association that focus on	
	online learning.	
Point 3	We acknowledge the	Choose level of compliance:
Constantly evaluate	importance of continuously	
support services to ensure they	evaluating support services to	
meet the needs of online	ensure they are responsive to	
students.	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.	
	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.	
	In addition to surveys, we	
	will actively collect direct	
	feedback through structured	
	focus groups, informal virtual	
	drop-in sessions, and feedback	





forms embedded within the Moodle-based Student Commons platform. These allow touchpoints will students to express concerns or suggestions in real time, facilitating agile improvements.

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.

This multi-tiered approach will help ensure our support structures remain aligned with the diverse needs of our online student community.

Point 4

Include in the student support services academic writing, referencing, time management and ethical use of AI.

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

Choose level of compliance:

online students, particularly given the autonomous nature of distance learning.

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:

- 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.
- Time Management: **Practical** strategies, downloadable planners, and self-paced workshops which are designed to help students balance studies with professional and





personal responsibilities. This is especially relevant for our working adult students.

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 international and standards on academic honesty.

These resources will be reinforced by periodic webinars, Q&A sessions with faculty and support staff, and embedded reminders throughout courses. Furthermore, feedback these services will be solicited regularly through student and surveys course





evaluations to ensure ongoing	
relevance and improvement.	

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

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
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C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
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Date: Click to enter date





