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Date: 17/06/2025

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
American University of Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** Arts & Humanities
- **Department/ Sector:** Law
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

ΠΤΥΧΙΟ ΝΟΜΙΚΗΣ ΜΕ 3 ΑΚΑΔΗΜΑΪΚΕΣ
ΚΑΤΕΥΘΥΝΣΕΙΣ: ΕΛΛΑΔΙΚΗ, ΚΥΠΡΙΑΚΗ,
ΑΓΓΛΙΚΗ

In English:

Bachelor of Law including 3 academic specializations:
Greek - Cypriot - English

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

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].

- **Programme’s status:** conventional
- **Concentrations (if any):**

In Greek: Greek - Cypriot

In English: English

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) 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 two academic programmes under the Department of Law, with a specific focus in this report on the Bachelor's of Law including 3 academic specializations: Greek - Cypriot - English, delivered in person.

The EEC consisted of five members with expertise in European Law, Labour Law, e-learning, and legal education, as well as a representative of the professional legal community 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 Bachelor programme under evaluation aims to prepare the students for real-world legal challenges, familiarise them with the rules of academic lawyering, teach them the process of law-making and the case-law, develop and practice key legal research skills, equip them with resources for career opportunities, further academic studies and professional certifications as well as Bar Admission, and equip them with all the quantitative and other fundamental skills and competencies needed to develop an excellent career.

According to the submitted documentation, it is structured over four years, two semesters for each academic year with a total of 240 ECTS credits. The programme would provide 40 courses, 32 compulsory courses (corresponding to 192 ECTS) and 8 elective courses (corresponding to 48 ECTS). Each course corresponds with 6 ECTS credits. The three specialisations of the Law programme present different and specific features linked to the number of compulsory and elective courses. The teaching and assessment methods foreseen are diverse and include all types of learning (guest lecturers, small seminars classes, workshops, etc.) and assessment methods

(assignments, oral presentations, written exams, research papers, interactive activities, simulations, etc.). Particular attention was paid to pedagogical approaches, student support, assessment strategies, digital infrastructure, and the qualifications of the teaching staff.

The evaluation process was interactive, and collegial. The institution provided full access to documentation, course materials, teaching staff, 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, as well as on the comments delivered by the AUCY after the exit discussion.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Xavier Groussort (Chair)	Professor	University of Lund
Christine Kaddous	Professor	University of Geneva
Dimitrios Vlachopoulos (e-learning expert)	Associate Professor	University of Rotterdam
Vera Pavlou	Senior Lecturer	University of Glasgow
Victoria Christodoulidou	Lawyer	Cyprus Bar Association
Neta Neofytou	Student (Law)	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - o *is a part of the strategic management of the program.*
 - o *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - o *has a formal status and is publicly available*
 - o *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - o *ensures academic integrity and freedom and is vigilant against academic fraud*
 - o *guards against intolerance of any kind or discrimination against the students or staff*
 - o *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
 - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

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

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*

ο *employer insights concerning career readiness*

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*

- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

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

The HEI has in place an institutional quality assurance policy that is formal. The programme's core information—including entry criteria, qualifications awarded, programme structure, learning outcomes, and assessment strategies—is not publicly available via the university website and in programme brochures.

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 improvement published, and aligns with national and European frameworks. The programme's 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.

Mechanisms are in place to uphold academic integrity and prevent academic fraud, particularly guards against intolerance of any kind or discrimination against the students. The incoming students will come from very diverse countries and the cultural aspects are important and have to be taken into consideration. The programme promotes inclusivity and respect for diversity. There is evidence of some level of stakeholder involvement in quality assurance procedures, though external stakeholder engagement appears to be mostly limited at this stage to consultations.

The programme is designed in alignment with the university's strategic orientation and the European Qualifications Framework. The Law programme includes learning outcomes, aligned assessments, and ECTS credits that reflect the expected student workload. The overall Bachelor of Law counts 240 ECTS credits with a duration of 4 academic years. However, in the submitted proposal, the structure of the Law programme does not appear clear enough as to the three specialisations and their respective studies curriculum. The content and structure of each specialisation should be clarified.

The programme was developed with internal staff input mostly from people with a PhD and professional experience but also academic staff 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.

From the visit on site, one student during the students' session mentioned that concrete actions were taken after students submitted recommendations and proposals for changes at the university level. 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.

Strengths

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

- Clear, institutionalised quality assurance policy aligned with European Standards and Guidelines (ESG)
- Formal procedures for internal evaluations
- Mechanisms for academic integrity adapted to a multicultural environment.
- Structured support for teaching and administrative staff in quality processes
- Programme objectives aligned with EQF and ESG standards.
- Integration of labour market relevance, particularly with the needs of law firms.
- Flexibility and availability of the future teaching staff (good ratio teaching staff/students)
- 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 on the accreditation status of the programme.

Areas of improvement and recommendations

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

- Strengthen the engagement of external stakeholders beyond consultation by involving them in regular programme reviews.
- Clearer organizational chart of the quality assurance people within the Bachelor programme with its three specialisations.
- to appoint a coordinator for each of the specialisations
- to present each of the specialisation on its own: curriculum, list of courses, number of ECTS credits for each course, the name of the corresponding lecturers, this has to be prepared for the accreditation.
- The three above recommendations have already been accepted by HEI (see document dated 17 June 2025 responses of the HEIco to initial comments made by the EEC in the exit discussion on 16 June 2025).
- Formalise stakeholder and student participation in curriculum development and review processes.

- Publish up-to-date performance indicators such as pass rates and employment statistics to align with ESG expectations.
- Consider the development of a programme-level factsheet or public quality report.
- Strengthen mechanisms to evaluate graduate employment and feed insights into programme updates.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*

- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

As a starting point, it is important to note that the HEI has not started yet to run the law courses within the Bachelor programme. Our evaluation is therefore based on the strategy mentioned and developed in the report concerning the conventional face-to-face programme (Bachelor programme in Cyprus Law, Greek Law and English Law). The EEC considers that the HEI has established an adequate strategy related to the process of teaching and learning as well as a student-centred teaching methodology. The process of teaching and learning supports students' individual and social development. The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes. Practical and theoretical studies are interconnected. The HEI has also planned to use Moot Courts to develop the skills of the students

within the Bachelor programme. This is a welcome addition to the various pedagogical tools already mentioned within the HEI report. Also, during our onsite visit, we had the opportunity to meet students (who are not law students) from the AUCY. All the students (who are not law students) confirmed the use of the student-centred teaching and the adequacy of the learning. The HEI students also consider that the mechanism to review the quality of teaching of the academic staff was effective.

Strengths

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

Strengths for Bachelor programme

- The HEI aims at providing an adequate policy for quality assurance for the Bachelor programme.
- The HEI aims at a policy for design, approval, on-going monitoring and review of the Bachelor programme.
- The process of teaching and learning is flexible and considers different modes of pedagogical delivery, based e.g. on case law discussion and moot courts.
- The teaching methodology is both theoretical and practical.

Areas of improvement and recommendations

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

- The HEI could elaborate new pedagogical methods to implement in the teaching of the Bachelor programme such as e.g. developing the technique of flipped classrooms.
- The HEI could increase the effectiveness of the evaluation system relating to teaching by involving the students (through eg a student committee) to follow-up on the complaints made by students and addressed at the end by the Dean of Faculty of Arts and Humanities.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

~~3.2~~ Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

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

~~3.2~~ Teaching staff number and status

Standards

- The number of the teaching staff is adequate to support the programme of study.
- The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.

- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

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

You may also consider the following questions:

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

Findings

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

Teaching staff recruitment and development

Based on the submitted material and the onsite visit, the EEC notes that HEI 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, the HEI reassured the EEC that the same processes and procedures will be applied in relation to the academic staff that will deliver the Law programmes. The majority of the prospective teaching staff is suitably qualified to deliver teaching in a higher education setting. During the visit, it was good to see AUCY's commitment to supporting their staff in developing innovative teaching methods, including teaching through the use of technology.

According to the documentation submitted, a Faculty Development Center is in place to provide staff with support for skills development such as how to write a publishable article and some teaching training. This is certainly positive and needs to be strengthened especially in relation to early-career members of faculty.

The HEI's promotion policy states that teaching, research and administrative (University service) responsibilities are taken into account for promotion purposes. However, while there is some (admittedly limited) detail on what members of staff should achieve in terms of research activity for promotion purposes, there is no criteria in relation to teaching.

Staff number and status

As things currently stand, there are no permanently hired faculty members affiliated to the Law Department. Instead, the HEI 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). The EEC has explained its concerns in relation to this practice and has asked the HEI to change its approach to ensure that a sufficient number of staff is hired as full-time faculty members at appropriate ranks (at least Lecturer, Assistant Professor, Associate Professor) in accordance with their experience.

Synergies of teaching and research

AUCY has stated that it is their aim to foster collaboration in the fields of teaching and research within academia and beyond. From the discussions during the onsite visit, it was clear that different members of staff maintain effective links with businesses in Cyprus and other relevant stakeholders. Prospective members of academic staff have experience of working in other HEI abroad and in Cyprus which could be helpful when it comes to building academic networks that would benefit the HEI. Some of the prospective members of staff are active researchers as evidenced by publications in peer-reviewed journals, monographs published with reputable

publishers and participation in academic networks. Others, however, did not seem to have a clear understanding of what constitutes academic research.

The HEI maintains that they aim for their staff to be active researchers and to produce high-quality research that would benefit the academic community and broader society in Cyprus and abroad. The HEI has developed a research policy which they shared with us. The EEC thinks this is an important and positive step but would still like to see a clearer vision as to how the HEI will support staff in producing high-quality research alongside their teaching and other obligations. AUCY stated that one day per week is dedicated to academic research; this arrangement however seems to only be available to the small number of members of staff with full-time engagement at the HEI.

Strengths

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

- Commitment to innovative teaching methods.
- Willingness to support staff in their development.
- Good staff-student ratio (provided promised hires are carried forward).
- Opportunities for students to provide feedback and engage with the faculty.

Areas of improvement and recommendations

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

- Clearer promotion criteria that cover all aspects of an academic role (teaching, research, service to the university and broader societal impact).
- A clear policy on what kind of scholarly activity and academic research should be prioritised by staff.
- Use of the existing networks that prospective members of staff have to promote institutional agreements with other HEI to foster collaboration in research and teaching.
- Develop a policy on visiting faculty and make it visible and open to candidates to apply for. Visiting faculty is a useful way to build the institution's reputation, foster effective collaborations with other HEI and stimulate research.
- The HEI should appoint a total of 10 full-time faculty members (2+8), or alternatively, no less than 70% full-time faculty members for the Law programmes.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

- o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

Admission process and criteria

There are pre-defined admission criteria. In their submitted documentation AUCY states that 1st year students at the Bachelor programme need to be in possession of a high school leaving certificate recognised by the Cyprus Ministry of Education and a certificate testifying English proficiency (various certificates are admissible). It is also stated that additional requirements may apply in relation to specific programmes; however there do not seem to be any further requirements for the Law programmes. There does not seem to be a minimum grade that applicants should have achieved at their high school leaving certificate.

According to the information AUCY submitted, foreign students will need to comply with the same requirements.

Student progression

The assessment policy in place seems robust and in line with the standard practice in other HIE. There are different tools and processes to monitor and assess student progress throughout the programme of study.

Student recognition

AUCY has published procedures for the recognition of students' prior learning. According to the information provided, students are allowed to transfer 12 ECTS (2 courses) from an accredited institution of higher learning provided the grade received is not lower than a «B». Decisions are taken on a case-by-case basis by the Head of the Department and the Dean.

Student certification

Students who complete the programme receive an official degree certificate and a Diploma Supplement, in line with the standards in other HEI.

Strengths

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

- Detailed, fair and transparent assessment policy.

Areas of improvement and recommendations

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

- Consider providing more detailed guidance to prospective applicants.
- Consider setting a minimum grade in the high school leaving certificate as requirement for admission to the programme.
- Consider developing clearer guidance to international students including what would constitute an acceptable equivalent to the high school leaving certificate recognised by the Cyprus Ministry of Education.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 **Teaching and Learning resources**
- 5.2 **Physical resources**
- 5.3 **Human support resources**
- 5.4 **Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*

- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

EEC considers that the programme is adequately resourced and that the learning resources are fit for purpose and aligned with the learning objectives of the bachelor of law.

Several teaching methods are employed, including lectures, case law analysis, assignments, quizzes, projects, presentations, games and group activities. These are supported by the appropriate learning material. The students will furthermore, be given the opportunity to attend lectures, seminars or conferences organized by the Departments of the University. The Teaching Staff shall make use of textbooks, case law, online sources.

The proposed modules of all three specializations (Greek, Cypriot and English) have a syllabus and a weekly study guide that includes relevant information: course purpose and objectives, learning outcomes, course content, essential books and other recommended textbooks.

According to the information provided, the Department will feature 5 classrooms, 1 compute lab with 25 laptops, 2 conference rooms that will be available for seminars and workshops, 4 offices for full time faculty members, 1 shared office for part time faculty members and 2 offices for administration services. The proposed infrastructure appears adequate to support the programme's delivery. During the conversation of EEC with the students, the students expressed that the premises (classrooms, communal area etc) need a renovation. The facilities are accessible to students, staff and visitors with disabilities and support is provided to them which aligns with inclusive educational practice.

AUCY offers digital resources. The computer facilities and library are considered adequate. According to the information provided, the Library will provide access to an expanding collection of core reference and circulating materials in print, manuscript, electronic, audio, visual, cartographic, and other appropriate formats. It also provides individual and group study space for more than 100 simultaneous users, an Information Commons with appropriate support and access to information and technology resources and a classroom for Library instruction. An E-library will be hosted which will be connected to all E-libraries in the world.

As regards students' support resources, AUCY stated during the Q&A sessions that the student welfare is very important for AUCY. The students (during their conversation with EEC) expressed positively for the support system provided by AUCY. Professors were also praised for fostering a friendly and inclusive academic environment, where students feel encouraged and valued. It

became evident that the professors truly love what they do and genuinely care about their students' well-being, taking a sincere interest in their future and wanting the best for them. However, one area identified for potential improvement relates to the broader student experience: several students expressed a desire for the institution to invest further in enhancing campus life, particularly through the development of student clubs and extracur. Additionally, after the discussion with the students, some concerns were expressed related to the maintenance of the premisses (tables, chairs, etc.).

An academic advisor will be assigned to each student and the faculty members can assist, upon request, the students in their academic performance. AUCY offers financial aid programmes and a psychologist/counselor will be available to provide counselling services to the students. The Careers Office will support students to link for training and employment purposes.

EEC considers that the students support system, as designed and will be implemented by AUCY is adequate.

Strengths

EEC considers that the teaching and learning resources are of a good standard with appropriate use of academic and technological tools. The teaching material is fit for purpose.

Student support is effectively organised. The students are free to speak with the faculty members and they can get advice and support within the Department. The Programme offers a range of academic, psychological, and financial aid services.

The facilities and equipment that will be used for the programme are adequate.

Areas of improvement and recommendations

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. AUCY 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.

AUCY could take into consideration the students' expressed wish for renovation or improvement of the facilities and of the campus life through the development of student clubs.

AUCY shall consider recruiting additional administration staff in order to ensure that the programme and the students' services will be provided adequately.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	Teaching and Learning resources	Compliance
5.2	Physical resources	Compliance
5.3	Human support resources	Compliance
5.4	Student support	Compliance

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 **Selection criteria and requirements**
- 6.2 **Proposal and dissertation**
- 6.3 **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - o *the stages of completion*
 - o *the minimum and maximum time of completing the programme*
 - o *the examinations*
 - o *the procedures for supporting and accepting the student's proposal*
 - o *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - o *the chapters that are contained*
 - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - o *the minimum word limit*
 - o *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

D. Conclusions and final remarks

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

The EEC is grateful to AUCY and also the CYQAA 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 Bachelor programme under review to be well thought out with good quality assurance mechanisms. 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 an integration of the research within the teaching of the courses of the Bachelor programme.

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 an exciting, sustainable and rewarding academic Bachelor programme for students.



E. Signatures of the EEC

Name	Signature
Xavier Groussot	
Christine Kaddous	
Vera Pavlou	
Victoria Christodoulidou	
Neta Neofytou	

Date: 17/06/25