

Date: 06/02/2023

Higher Education Institution's Response

- **Higher Education Institution:**
Open University of Cyprus
- **Town:** Nicosia
- **Faculty of Economics and Management**
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Δίκαιο της Ευρωπαϊκής Ένωσης (1.5 ακαδημαϊκά έτη,
90 ECTS, Μεταπτυχιακό, Εξ αποστάσεως)

In English:

European Union Law (1.5 academic years, 90 ECTS,
Master of Arts, E-Learning)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Δ/Ε

In English: N/A



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 **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 by EEC	Actions Taken by the Institution	For official use Only
<p>The EEC believes that the weekly estimation of study time, which helps online students to plan their study time effectively, provided in the study guides is very high and should be revised. The EEC recommends that students are provided with clearer messaging on the expected workload for each module, [...] As the Faculty aims to encourage their students to become independent learners, it is advisable to emphasise the hours that students will have to spend on self-learning rather than prescribe that level of hours for the assignments, in particular those with a smaller weighing</p>	<p>The number of hours that students are expected to spend on any given activity of the module is calculated on the basis of the ECTS assigned to that module. As per the comments of EEC and in line with their recommendations, the allocation of hours has now been revised for every single module, with the emphasis shifted on self-learning rather than on written assignments. Specifically, 1 ECTS (25-30 hours) has been removed from the overall workload which concerns written assignments and has been reallocated to self-learning study and educational activities (e.g. providing answers to the weekly self-assessment questions). The LOs have already been revised for the first-semester Modules by the Programme's Academic Coordinator. These are outlined in Annex 2 of this document.</p> <p>Regarding the expected workload for each module, this information is already provided in the Study Guides in a table that clearly shows to students how ECTS are allocated to each weekly activity (e.g. studying, researching, interactive activities etc.).</p>	Choose an item.
<p>Another weakness identified by the EEC relates to the Learning Outcomes (LOs) for the programme as a whole as well as for individual modules. As it stands at the moment, there are too many LOs identified, and those at the programme level should be of a more generic (higher-level) nature rather than being a (random) selection of those from the individual modules.</p> <p>For a postgraduate-level programme, it would be also advisable that the LOs are of a higher/more advanced level than those at the undergraduate level (which is not currently the case), which could include LOs such as: compare/contrast/justify; critically examine/apprise/evaluate/analyse</p>	<p>The Programme's Learning Outcomes have been fully revised. They now include higher-level and more advanced LOs, which better reflect the knowledge and skills the students are expected to acquire from a postgraduate-level programme. The revised list is annexed to this document. The list of LOs for all Modules will also be revised in all Study Guides to make them more concrete and measurable so that students are clear on what they are expected to achieve at the end of each Module. This will be done prior to the start of the academic year 2023-2024.</p> <p>For the Modules of the first semester of studies, the revision of the LOs is already done by the Programme's Academic Coordinator, as per Annex 2 of this document.</p>	Choose an item.

etc., which are then clearly aligned with the taxonomy of assessment domains.		
The EEC recommends also the use of inclusive and non-discriminatory language (whether in written materials or otherwise) by ensuring, e.g., the use of gender-neutral language.	Academics and researchers who have undertaken the task to prepare the Study Guides of the Programme have been asked to ensure that the language they use is free from words and phrases that (i) reflect stereotyped or discriminatory views of particular people or groups, or (ii) exclude people from being seen as part of a group. No such cases have been found in the Study Guides. Material that will be made available to the students in the future will also be vetted for consistency with this requirement.	Choose an item.
The references to 'English law' should be consistent with the accepted form, that is 'English and Welsh law', including in relation to the content covered in the programme.	The Programme is being offered in Greek only; a thorough check has found no references to 'English Law'. If any are found in the future, they will be modified accordingly. Material that will be made available to the students in the future will also be vetted for consistency with this requirement.	Choose an item.
The ECC further encourages closing the feedback loop by communicating with students about how their feedback is taken into account and improvements at the programme and module level are implemented.	At the beginning of each academic year and during the induction session with the students, both the Academic Coordinator and the Module Tutor/Instructors will (i) set out the procedure through which students will be able to assess the Programme and each Module, particularly through the online anonymized feedback survey at the end of each academic semester, (ii) explain the importance of their feedback, and (iii) provide an indicative list of improvements that have been introduced by the Programme's academic team, following past recommendations from the students themselves.	Choose an item.
While the EEC recognises that it is more difficult for an online programme, it advises to consider ways to familiarise students with the practice of law in Cyprus, for instance by inviting guest speakers from practice and/or by organising visits to the Court.	Combining legal theory with practice is a key aspect of the European Union Law postgraduate programme. Speakers with extensive experience in law theory and practice are regularly invited to deliver lectures to our students [e.g. Prof. Paul Craig, Mr Constantinos Lycourgos (the Cypriot judge at the European Court of Justice), etc.]. Taking into account that the Programme is offered online, there are some limitations as to physical visits to national and European courts. Such visits will be organised for those students who wish to participate, and contacts with the Cyprus Supreme Court and the Court of Justice of the European Union will soon be made. However, alongside those visits and in order to accommodate all students, recorded hearings will also be attended online.	Choose an item.

	In addition, our teaching methodology is practice-oriented, in the sense that Modules are taught through case studies, whereby students begin by studying a case and are then taught the theory that they need to apply in order to solve the practical issues arising from the case study. Moreover, interactive educational activities available to each Module provide students with opportunities to deepen their learning and skills by applying new knowledge to practice.	
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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
The EEC notes that, given the lack of a research component (Master's Thesis), the involvement of students in research is limited. It is not something that necessarily needs to be changed by adding a stand-alone research component. However, it needs to be taken into consideration when designing assessment regimes and scaffolding of LOs by, for example, considering adding a more substantial research assignment in one of the latter courses to give students an opportunity to advance their research skills.	The Academic Coordinator has already commenced discussions with the instructors of the Programme on the possibility of increasing the word limit and complexity of the written assignments of the Modules that are offered at the final semester of the Programme in order to enable students to hone their research skills. In addition, two sessions will also be organised for all students on basic research skills (e.g. literature review, qualitative research methods, etc). On top of that, activities that cultivate the students' research skills will be added to the weekly interactive activities, such as group work, case studies etc).	Choose an item.
While the EEC emphasises the benefits of any form of interaction and collaboration, the online synchronous teleconferences and real-time collaboration among students might be hard to scale if in the future years the programme is expanded internationally and/or attended by many students across different time zones.	The use of synchronous teleconferences serves as a means of keeping students motivated on a regular basis and keeping track of their progress in a more structured manner. It is noted that all teleconferences and group tutorials are digitally recorded so that students can make use of those recordings any time they wish. All Tutors have office hours for students to contact them synchronously. In addition, we shall ensure that the asynchronous forms of communication are strengthened so that all students benefit equally (e.g. pre-recorded lecturing if needed, group discussions in forums, interactive educational activities).	Choose an item.
The EEC wants to point out that onsite final exams may not be in line with the learning style of online students, while online exams supported by proctoring	The Open University of Cyprus opts to hold online exams, instead of on-site exams, to the extent where this is possible within the applicable legal framework. During the covid-19 pandemic online examinations were the norm. Post-pandemic, online final exams will be held for students as long as national	Choose an item.

<p>methods cannot scale. Instead, the EEC recommends reinforcing the collaborative learning activities and formative continuous assessment through written assignments during the course, if allowed by the governing and/or legal framework</p>	<p>accreditation agencies and bodies do not prevent it. It is noted that the final exams are only one of the methods we use to assess our students; still, it should also be noted that we are required by CYQAA regulations to weigh final exams grades as at least 50% of the total evaluation score.</p> <p>In all Modules, the students will also be formally assessed on two written assignments, various interactive exercises, and the final examinations. Summative assessment will include summary questions at the end of synchronous sessions, participation in the discussion forums etc. As a result, formative and summative continuous assessment is ensured.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
As a public institution, OUC is subject to serious regulatory constraints on its mode of operation, budget and staffing. One consequence of those constraints is that the majority of [teaching] staff are adjunct rather than permanent [faculty] members... the practical effect of the current model is to create job insecurity and inequality in terms of the different modes of employment... The University's reliance on adjunct faculty sometimes creates a situation in which an adjunct staff is hired only a couple of weeks before the module starts. The current model, with two permanent staff, is not sustainable, as it makes it more difficult to attract staff based on their availability and other work commitments.	We do share the EEC's opinion that all Programmes of Study should have an adequate number of permanent academic staff, instead of relying so heavily on adjunct faculty members, i.e., Tutors. Following requests by Faculties, the University can apply for new faculty positions (Lecturers, Assistant Professors, Associate Professors and Professors) when submitting its annual budget to the competent Ministries of Education and Finance, but new openings for permanent academic staff must be decided by the Government. The Faculty of Economics and Management has recently recruited an Assistant Professor and is in the process of recruiting three (3) additional members of academic staff. Two (2) permanent faculty members are currently engaged in the Postgraduate Programme "European Union Law". Depending on future student enrolments, and bearing in mind that a New BA in Law might be offered as of the 2023-2024 pending its approval by CyQAA, the Faculty of Economics and Management might in due time propose to the Senate of the University the appointment of additional permanent academic staff in Law.	Choose an item.
The model (described above) expects adjunct staff to continue producing research that will benefit the OUC's research culture, but does not provide them with any remuneration for it.	Because the University relies heavily on adjunct staff, it considers ways to engage them in research activities. One of the measures recently taken is that adjunct staff are eligible to apply as principal investigators for external research funding with an OUC affiliation, while they can also work as researchers in internal and external OUC research projects.	Choose an item.
The EEC encourages the further provision of e-learning and teaching training for staff. The effectiveness of the e-learning training programmes could perhaps be better illustrated with the provision of certification relevant to distance learning, which would also highlight the professional development of staff.	Teaching staff, permanent and adjunct alike, are trained on a yearly basis on e-learning tools, instructional design etc. It is already an established practice of the Laboratory of Educational Material & Methodology, and the E-Learning and Digital Content Management Sector of the Information Technology Services of our University, to issue a certificate of successful attendance once the relevant courses are concluded. The successful completion of these training courses, as attested by such certificates, is one of the factors taken into consideration when hiring adjunct staff, as one of the selection criteria is "distance learning teaching experience in the last five years and ability to use	Choose an item.

	state-of-the-art technology". Current adjunct staff must successfully complete such courses as a prerequisite for further employment.	
The EEC suggests incorporating the Sustainable Development Goals (SDGs) of the UN Agenda 2030 in the training programmes for the teaching staff in order to redesign the teaching materials accordingly.	The University is planning to do a mapping exercise of the UN SDGs against our teaching and learning processes and the curriculum of all Programmes of Study. This 'audit' exercise will allow us to align our actions and educational materials accordingly. Regarding the content of the training programmes offered by the ICT Unit and the Laboratory of Educational Material & Methodology to all teaching staff, we will notify our relevant professional staff of this proposal.	Choose an item.

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
The level of dropout is broadly in line with other distance learning institutions. However, there is scope for improvement, and thus the OUC should have a rigorous process for the data collection on the dropout rate year on year while providing measures to mitigate it.	The Programme monitors success rates and dropouts. There is a clear distinction between students who drop out before the beginning of their courses, and students who drop out during the course of their studies. Tutors/advisors use Learning Analytics and relevant reports concerning students' progress. They monitor student online presence on eClass and they can identify at-risk students so as to make early interventions and avoid any dropouts. Moreover, the University has recently introduced Academic Advisors at Faculty level, who are responsible to provide guidance to students to plan their studies and meet their learning objectives. Nevertheless, following the EEC comments, an effort will be made to further enhance the existing processes and potentially mitigate dropout rates further by more rigorous mentoring monitored by course coordinators.	Choose an item.
Should it be feasible and within budgetary reach, more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged to be used to monitor and predict student performance and dropout in order to be able to provide timely corrective measures.	The EEC suggestion is carefully taken into consideration. Learning analytics are derived and evaluated by academics on the University's eLearning Platform, which offers specific and detailed analytics on each module, and even on each weekly segment. Teaching staff monitor students' participation in the online weekly sessions, their use of eClass, and follow-up on their coursework submissions. The University's eLearning Platform has reporting facilities for learning analytics. Tutors can check the use of eClass by students, including time spent on the eLearning Platform and the various group tutorials, review grades, pass marks, etc. We do note the recommendation to search for more sophisticated AI and Machine Learning analytics, and there is a plan to consider available plug-in options during the course of 2023.	Choose an item.

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>To further facilitate the development of supportive communities of students, the EEC encourages further development of rules, and communicating them clearly to students, to prevent online (as well as offline) bullying and harassment and to educate students about privacy rights in the online environment.</p>	<p>When students enrol in the Open University of Cyprus they agree to a Code of Conduct for the use of the University's eLearning Platform. Moreover, privacy issues are dealt with as per the information provided on our website: https://www.ouc.ac.cy/index.php/en/terms-policy</p> <p>Recently, the University has issued an updated Code of Ethics, which deals with issues such as privacy, harassment, bullying, proper communication, rights for people with disabilities, etc. This Code of Ethics is currently only available in Greek. Plagiarism issues are dealt with in the Internal Student Disciplinary Regulations.</p> <p>The comments of the EEC for revision of regulations in relation to students misbehaving will of course be taken into consideration and where the OUC sees fit, alterations will be made to the relevant regulations. The ultimate goal is to maintain an inclusive and secure environment among students where everyone feels free to express their concerns and complains.</p> <p>In addition to the above, in our eLearning Platform at the beginning of each course of the postgraduate programme, we shall include some relevant guidelines for our students, such as the following that is already used in other OUC Programmes:</p> <p>"eClass enables you to communicate with your tutors/instructors and fellow students through the Discussion Group. This is a communication platform where you can post questions, news, information and other material.</p> <p>For the smooth functioning of the platform, it is advisable to keep the following in mind:</p> <ol style="list-style-type: none"> Avoid conflicts, argumentative or inflammatory expressions or provocations. Avoid any statement that may offend the ethnicity, racial origin, gender, religious belief, political opinion, profession, social class and/or sexual orientation of the interlocutor. Demonstrate a spirit of cooperation, solidarity and collegiality. When responding to colleagues' questions or commenting on information and news, please take care 	<p>Choose an item.</p>

	<p>not to do so through a new post, but by clicking on the "Reply/Reply" button. This way, all comments on the same topic stay clustered in the same "thread" and are easier to locate.</p> <p>e. Refrain from posting information or comments unrelated to the subject matter of the Topic of the Discussion.</p> <p>We encourage you to feel free to use this platform whenever you encounter difficulties in your studies or wish to communicate with your fellow students or with your instructors/tutors on issues related to your studies."</p>	
On the basis of the sample of a recorded video, the EEC recommends the recorded teleconferences and video lectures to be more usable and accessible for students by making them shorter, include the teacher in all the videos to provide non-verbal communication, and add subtitles to increase accessibility.	The Academic Coordinator has already contacted all the teaching staff (tutors) of the Modules currently offered in by the EU Law Postgraduate Programme and has asked for more video lectures to be provided for the students, with shorter duration as per the comments of the EEC. The Information Technology Services of our University have also been contacted and are working, in cooperation with the Academic Coordinator, towards finding a way to potentially (i) incorporate the video of the instructors in the recorded lecture and (ii) add subtitles to the recording.	Choose an item.

6. Additional for doctoral programmes – DOES NOT APPLY (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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7. Eligibility (Joint programme) – DOES NOT APPLY (ALL ESG)

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 an item.

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
To revise the weekly estimation of study time and provide students with clearer messaging on the expected workload for each module;	The number of hours that students are expected to spend on any given activity of the module is calculated on the basis of the ECTS assigned to that module. As per the comments of EEC and in line with their recommendations, the allocation of hours has now been revised for every single module, placing greater emphasis on self-learning rather than on written assignments. Specifically, 1 ECTS (25-30 hours) has been removed from the written assignments section and has been reallocated to self-learning study and activities (e.g. providing answers to the weekly self-assessment questions).	Choose an item.
To reconsider the number and classification of the Learning Outcomes and more clearly relate the overall programme level to the LOs of the various modules;	The Learning Outcomes of the postgraduate programme has been fully revised in line with the EEC's recommendations. The revised LOs list at Programme level is annexed to this document, while the list of LOs has been simplified for the Modules of the first semester of studies as well.	Choose an item.
To adapt more gender-neutral and inclusive language throughout all documents;	Attention has been given to ensure that the content of the Study Guides of all Modules is free from words and phrases that (i) reflect stereotyped or discriminatory views of particular people or groups, (ii) exclude people from being seen as part of a group. When the programme is offered, the course coordinators will be responsible for ensuring that inclusive and non-discriminatory language is used, and they shall report to the academic coordinator at the end of each semester putting forward any suggestions for improvement. The Academic Coordinator will certify in writing that all necessary amendments have been made before the course is offered.	Choose an item.
To close the evaluation circle of course assessments by providing feedback to students on the way in which suggestions have been incorporated;	At the beginning of each academic year and during the induction session with the students, both the academic coordinator and the module instructor will (i) set out the procedure through which students assess the programme and the module, (ii) explain the importance of their feedback, (iii) and provide an indicative list of improvements that have been introduced following recommendations from the students themselves. Please refer to our detailed response above.	Choose an item.
Reconsider ways in which students can be involved in	The Academic Coordinator has already commenced discussions with the programme instructors on the	Choose an item.

research and get acquainted with research skills;	possibility of increasing the word limit and complexity of the written assignments of the modules that are offered at the final semester of the programme in order to enable students to hone their research skills.	
To ensure that forms of interaction and collaboration through online synchronous teleconferences and real-time collaboration among students are sustainable in the future years when the programme is expanded internationally and/or attended by many students across different time zones;	Digital communication and collaboration are essential for any Online Programme to facilitate student engagement, and real-time communication can help increase a sense of community in the online classrooms and student cohorts. Synchronous communication, as indicated by the EEC, can be a challenge to plan due to students being at different locations, on different schedules, and in varying time zones. For this reason, all online lectures and group tutorials are digitally recorded so that students can make use of it any time they wish. In addition, we shall ensure that the asynchronous learning and forms of communication are strengthened so that all students benefit equally.	Choose an item.
To reinforcing the collaborative learning activities and formative continuous assessment through written assignments during the course, to prevent having to rely on onsite examination at distant locations;	The Open University of Cyprus prefers to hold online exams, instead of on-site exams, to the extent that this is possible within the applicable legal framework. It is noted that the final exams are only one of methods we use to assess our students; still, it should also be noted that we are required by CYQAA regulations to weigh final exams grades as at least 50% of the total evaluation score. Both formative and summative assessment methods will be used throughout the programme. As per CYQAA instructions, weekly interactive educational activities are introduced in all Modules to ensure that students interact with the educational materials, their peers, and their Tutors.	Choose an item.
To start a discussion on how to make sure that research activities by adjunct staff are rewarded as they form the basis of good academic teaching;	The University is trying to remedy this situation. One of the steps that has recently been taken is that adjunct staff are eligible to apply for external research funding with their OUC affiliation.	Choose an item.
To consider introducing more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning;	The EEC suggestion is carefully taken into consideration, despite the fact that the Learning Analytics currently used are adequate for the support we provide to our students and for teaching purposes. Depending on budget constraints and available human resources, an attempt will be made to further invest in more sophisticated learning analytics mechanisms, but this is not something that is expected to happen during 2023.	Choose an item.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Associate Professor Alexandros Tsadiras	Programme Academic Coordinator	
Professor Vayos Liapis	Vice Rector, Chair of the University's Internal Quality Assurance Committee	
Professor Yannis Manolopoulos	Faculty of Pure and Applied Sciences, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Elpidoforos Soteriades	Faculty of Economics and Management, Member of the University's Internal Quality Assurance Committee	
Assoc. Professor Vayia Karaïskou	Faculty of Humanities and Social Sciences, Member of the University's Internal Quality Assurance Committee	
Elena Gregoriou	Head of the OUC Academic Affairs and Student Welfare Services, Member of the University's Internal Quality Assurance Committee	
Erato Ioanna Sarri	Coordinator of the OUC Rectorate (Strategy – Quality – Outreach) and the University's Quality Assurance Office, Member of the University's Internal Quality Assurance Committee	

Date: 06/02/2023

Existing list of intended learning outcomes	Revised list of intended learning outcomes
<p>2. Intended learning outcomes:</p> <p>The students who will successfully complete the graduate programme under evaluation are expected that they will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • List the basic freedoms of the common market. • Identify the fundamental principles governing the protection of intellectual property in the EU legal order. • Know the problem of human rights protection in the European Union. • Describe the basic Union legislation on environmental protection. • Define the sources of state aid law in the European Union. • Mention the founding and amending treaties and highlight their main contribution to European integration. <p>Comprehension</p> <ul style="list-style-type: none"> • Distinguish between the means of judicial and extrajudicial protection of EU rights. • Compare the role of the European Council with the Council of the European Union and the Council of Europe. • Differentiate the Directives, from the Regulations and Decisions. • Understand the function and importance of EU legislation on the protection and water management. • Explain the content and the practical consequences of unfair trade practices and comparative advertising. • Identify the differences between agreements and concerted practices. <p>Application</p> <ul style="list-style-type: none"> • Apply the case law of the European Union on the protection of human rights in practical cases. • Solve problems pertaining to the division of responsibilities between the European Commission and national committees for the protection of competition. • Use the EU consumer protection legislation to assert rights against EU and national authorities, and individuals. 	<p>2. Intended learning outcomes:</p> <p>The students who will successfully complete the graduate programme under evaluation are expected that they will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Mention the various branches of EU law. • Know, in a systematic manner, the key aspects of the legal framework of the European Union. • Mention the basic principles of EU law. • Define the notions of direct affect and primacy of EU law. • Know basic EU law terminology in English. • Mention the main institutions of the European Union. <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate a detailed and coherent understanding of how EU rules differ in comparison with traditional rules of law underpinning the national legal systems. • Identify the main trends in the case-law of the Court of Justice of the European Union. • Understand the latest developments and practices in EU law. • Explain the methods of interpretation of EU law. • Demonstrate a detailed and coherent understanding of the main foundational legal principles pertaining to the law of the EU and its impact. • Understand how to make use of EU law provisions to protect the rights of individuals. <p>Application</p> <ul style="list-style-type: none"> • Apply theoretical concepts of EU law to address practical problems. • Prepare papers with logical structure and legal argumentation in order to address contemporary EU law issues. • Effectively utilise case law, identifying the key concepts and the inter-relation between the facts and the legal arguments.

- Use specific concepts to explain the particular nature of the EU legal order.
- Classify the Commission's competence in the application of State aid law.
- Identify the similarities and differences between the vertical and horizontal restrictions on free competition law.

Analysis

- Analyse the problem of vertical and horizontal direct effect of directives.
- Evaluate the symbolic and practical importance of the EU Charter of Fundamental Rights.
- Consider the problem of determining the relevant market for the law of free competition.
- Discuss the substance of 'commercial guarantees' and 'unfair'.
- Summarize the problem of abuse of dominance.
- Demonstrate the legal and political importance of correct transposition of EU law on environmental protection in the Member States.

Synthesis

- Propose solutions to problems arising from the rejection of the horizontal direct effect of directives.
- Formulate proposals for further institutional strengthening of the European Commission in the context of competition law.
- Combine the principles of direct effect and supremacy.
- Specify aspects of the basic principle of delegated powers of the European Union.
- Combine the different views of the courts of the Member States relating to the efficiency of EU legislation on the protection of intellectual property.
- Define the role the European Parliament should have played in order to strengthen the EU legal framework on state aid.

Evaluation

- Assess the success of European integration so far.

- Apply critical, analytical and problem-solving skills in a wide range of EU law issues.
- Recognise how important is EU law in the everyday delivery of justice in Member States.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Analysis

- Develop a critical and analytical way of EU law reasoning.
- Compare the role of the national courts and the Court of Justice of the European Union in the development of EU norms.
- Act as critical and independent thinkers that can effectively utilise knowledge within a demanding legal environment.
- Contrast the legislative procedure at EU level to that which applies at national level.
- Critically examine the principles which permeate the Union legal system.
- Construct a critical argument on the basis of independent research.

Synthesis

- Combine theoretical and empirical knowledge in different areas of EU law.
- Conduct systematic and in-depth research in EU law, utilising all legal sources and bibliographic material, printed and electronic.
- Carry out comparative research of how the supremacy of EU law is treated by Member States.
- Make proposals for further improvement of the Member States' record of compliance with EU law.
- Clarify the hierarchy of EU legal norms.
- Summarise the latest developments in the case law of the Court of Justice of the European Union.

Evaluation

- Assess, in a critical manner, the sources of EU law.

- Evaluate the critical role played in the EU law by the principles of sustainable development or sustainability and the 'polluter pays'.
- Assess the principles and objectives of EU consumer protection law.
- Recommend ways for better institutional protection of human rights in the EU legal order.
- Compare the European Union with other constructs of international cooperation.
- Appreciate the future development of the EU legal order.

- Evaluate legislative and judicial documents as well as commentaries relevant to EU law, including the case-law of the Court of Justice of the European Union.
- Justify the capital role of the Court of Justice of the European Union in furthering the European integration.
- Appreciate the unique nature of EU law.
- Evaluate the impact of the case-law of the Court of Justice of the European Union on national legal orders.
- Appreciate legislative and jurisprudential developments in various areas of EU law.