Doc. 300.1.2

Date: 26/6/2025

Higher Education Institution's Response

- **Higher Education Institution:**
  UCY

- **Town: Nicosia**

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  Programme 1 – Law degree (LLB)

  In Greek: Πτυχίο Νομικής

  In English: Law degree

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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)

The EEC noted the following strengths:

Strengths for LLB programme
● The HEI provides a strong policy for quality assurance for the LLB programme
● The HEI provides a strong policy for design, approval, on-going monitoring and review of the LLB programme
● The LLB programme provides clear, accurate, up-to date and readily accessible information
● Important information of the effective management of the LLB programme is collected
● The LLB programme remains very strongly anchored to the need of the society and the labour market in Cyprus
● The Erasmus students are well integrated into the optional courses of the LLB programme /they have therefore excellent learning possibilities) and its teaching, learning and assessment procedures

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The EEC would recommend the Department to bring uniformity in the ECTS weighing of the courses in the undergraduate programme. 6 ECTS to all mandatory courses would appear reasonable, while language-related courses could potentially go down to 3 ECTS to leave room for the development of practical skills (through law clinics) or a deep dive into new subjects (through masterclasses)	Language-related courses (5 ECTS) are offered by the Language Centre, therefore no intervention in this is allowed by the Department. The courses on *Contract Law* and *Tort Law I* are credited with 9 ECTS, whereby also tutorials are provided for. Courses credited with 7 ECTS are to be credited with 6 ECTS, beginning as of Winter Semester 2025. The course on Torts I shall remain credited with 9 ECTS, since tutorials cover instruction to a percentage of 50%	Choose level of compliance:
The EEC finds that there is not sufficient variety in the formative component of courses. It would be advisable to have semester coordinators who take care of ensuring that there is such variety per semester (oral presentations per group or individual, written papers, reflection/reaction papers, weekly essays per course that only a few of them are graded etc).	There is already variety to some degree (written or reaction papers). Improvement towards establishing oral presentations will be considered for implementation as of Winter Semester 2025. As to coordination, it is the Department's Head who guarantees that the courses' formative variety is kept. Besides, the syllabi are submitted in time.	Choose level of compliance:
The EEC would recommend the introduction of rubrics in the coursework to increase transparency and minimize subjectivity on grading. As such work is not anonymized (which we would recommend but also know	Respective guidance is provided for in the LL.B Handbook. Please refer to Annex I: Assessment Criteria and Rubric to review these as translated in English. At the Department Council of 9/4/2024 the Department	Choose level of compliance:

that it may be challenging on Blackboard), the introduction of some guidance to students early on would be warranted.	addressed the students' representatives and the Members of the Internal Quality Committee as to anonymization and it has been unanimously held that there is no need for this, since there has been no problem traced in the past.	
The EEC finds it imperative that the Department introduces KPI monitoring in all programmes. This would be an additional safeguard against unconscious bias in grading but would also introduce an accountability mechanism for teaching staff.	The following KPIs will be introduced from the next academic year (September 2025): 1. Enrolment Numbers (and faculty-to-student ratio): Total number of students enrolled each year. 2. Retention Rate: Percentage of students who continue in the program from one semester to the next. 3. Course Completion Rate: Percentage of enrolled students who successfully complete the required courses. 4. Graduation Rate: Percentage of students who complete the programme within the expected timeframe. 5. Diversity of Student Cohort: Representation of gender and nationality (Cypriot or Greek) within each cohort. 6. Student academic performance: average grade per course per semester. 7. Event organisation and participation: Number of events organised by the Department each academic year related to the scientific field of several courses. 8. Student Satisfaction: satisfaction score from students' exit surveys regarding their educational experience. The Department will be reviewing student satisfaction each year and introduce changes if needed.	Choose level of compliance:

The EEC finds that ILOs are well-designed but it further needs to be ensured that the ILOs of each course match the ILOs of the programme as well as to how each course's ILOs contribute to achieving the objectives of the programme. Following the Bloom's taxonomy would allow some level of standardization here, offering clarity to the students but also the academic staff regarding their individual contribution to the objectives of the programme	Each member of the teaching staff will be asked, before the beginning of the next academic year (September 2025), to juxtapose the Intended Learning Outcomes of their course to the ILOs of the LLB programme and ensure that all ILOs of the programme are implemented by correspondent ILOs for each course. Guidance on the Bloom taxonomy will be provided to all members of the LLB teaching staff for consideration in the ILOs of each course. A simplified version of the Bloom taxonomy will be included in the syllabi of all courses.	Choose level of compliance:
The EEC finds that clear procedures could be adopted to evaluate complaints or feedback made by students by involving a student committee to discuss the issue with the HEI.	Such procedures are already available. The University of Cyprus has a central 'Student Complaints Management Policy' in place, which was approved by the Senate on 16 April 2021. For the policy, please see Annex II: Student Complaints. Moreover, especially for issues regarding harassment, bullying, unequal treatment or violation of UCY codes of conduct there is a newly enacted Procedure for Managing Complaints/ Grievances (Annex III).	
The EEC considers that the HEI could gather data in a systematic way regarding the performance of LLB students.	Data on the following domains will be collected as of the next academic year (September 2025): 1. Number of students enrolled in each course. 2. Percentage of enrolled students who successfully complete each course.	

	3. Statistics of the evaluation of students per grade (number and percentage of students evaluated with a specific grade).	
The HEI could gather information regarding graduate employment. Information is currently not collected/published.	Under the UCY rules, collection and information on graduate employment is officially a task of the Alumni Office of the University. The University of Cyprus have been surveying its alumni regularly, aiming to have their profile information updated and their needs up-to-date for institutional planning, self-assessment and development purposes. The alumni surveys are conducted in collaboration with the Ministry of Education Sport and Youth. SURVEYS - University Development and Alumni Relations The Department of Law may only unofficially collect scattered data on graduate employment.	

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

The following strengths have been noted by the EEC.

● The integration of a system of academic advisors for students is a best practice

● Examination papers are aligned to the requirements of legal practice (similar in type to bar examinations).

● Essay assignments in addition to final examinations are an effective tool to enhance student competence and get a useful marker to assess understanding of teaching material and critical thinking.

● The use of blackboard for sharing of material and information.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Class attendance is unevenly monitored and enforced, potentially undermining the benefits of collaborative learning among peers in the same classroom. Stricter adherence to the official policy of mandatory attendance with a limited number of justified absences is recommended.	Under current university rules, each member of the teaching staff has to adhere to the official policy of the university regarding mandatory attendance and retain appropriate documentation of the course attendance for each lecture.	Choose level of compliance:
The complaints procedure in case students are dissatisfied with instruction, grades or other matters related to teaching is insufficiently clearly elaborated in the Student Complaints Management Policy. The policy should specify the process for resolution beyond allocating responsibility for taking a decision in the hands of the Head of Department, or, upon objection by the student, to the Vice-Rector for Academic Affairs.	Students may from September 2025 turn to the Ethics Commissioner. Besides, there is an newly enacted Procedure for Managing Complaints/Grievances (please see Annex III), according to which any member of the UCY may address a 'competent authority' of the UCY and submit a complaint in cases where they feel they have fallen victim to harassment, bullying, or unequal treatment, or in cases where the conduct or actions of a member of the University Community goes against the UCY Codes of Conduct. The complainant can choose among the following 'competent authorities': • Rectorate • Deans of Faculties	Choose level of compliance:

	• Chairpersons of Departments • Director of Administration and Finance • Library Director • Heads of Services • Ombudsperson (when appointed) • Head of the Office of Diversity, Equality and Inclusivity • Internal Auditor	
A formal feedback system to ensure the consideration of student evaluations of the programme and specific courses ought to be put in place.	Student evaluations will be as of Winter Semester 2025 more systematically considered during Department's summits. In cooperation with the Department's Head recommendations may be then provided to each member of the teaching staff, where necessary.	Choose level of compliance:
While the EEC understands the additional administrative burden that may result from anonymisation of written student assessments, it strongly recommends making this the standard wherever feasible.	The members of the teaching staff are in favour of implementing anonymised marking of assessments and have already asked for guidance from central University services on practical means to implement this practice for marking of assessments, including through Blackboard.	Choose level of compliance:
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3. Teaching staff
(ESG 1.5)

The following strengths have been noted by the EEC:

● Criteria for recruitment and promotion are clear and transparent. Annual evaluation processes ensure that they remain in focus throughout the career of resident faculty.
members.
● The Law Department outlined overall a viable and laudable incentive structure for faculty
research and publications that was highly competitive from an international perspective.
● An attractive sabbatical policy.
● Enthusiastic teaching staff and excellent publications even at the assistant professor level.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The Department is understaffed and new hires are necessary.	The Department fully agrees with the EEC finding that additional members of staff are needed and constantly reminds the University authorities of this urgent need and the benefits for the University. The Department grew in numbers from 7 teaching staff members in 2017 to 11 in 2019, plus an Emeritus Professor and 12 in 2022, before losing two colleagues to government positions. Three entry-level positions currently being in the process of being filled and another position having been secured and expected to be advertised in 2025-2026.	Choose level of compliance:
Cumbersome hiring policies which may lead to missing on talent and/or be unable to retain existing talent.	The Department undertakes all reasonable efforts to expedite the hiring procedures, within the current regulatory framework, which is laid down by law and can only be amended by the Parliament.	Choose level of compliance:
Doctrinal work for the most part although the School has departments which would allow interdisciplinary research projects.	The members of the Department have participated and are participating in various interdisciplinary research projects, in cooperation with other Departments of the University of Cyprus or Universities abroad. For example, recently Assistant Professor M. Chatzipanagiotis	Choose level of compliance:

	participated with members of the University College London in an interdisciplinary research project (law and economics) on the implications of tail risk of fintech companies for consumers, SMEs and economic growth, which was funded by the UK Financial Conduct Authority. Assistant Professor Ioanna Hadjiyianni is a member of the University's Ad Hoc Committee on Environmental Issues, consulting the Rector's office, improving communication and dissemination about environmental issues to broader society, and promoting an inter-disciplinary research agenda on environmental issues. Ioanna Hadjiyianni has also been involved in inter-disciplinary projects and events, in collaboration with environmental engineers and epidemiologists at the University of Cyprus and is currently in the process of organising an inter-disciplinary conference on the implementation of environmental law in Cyprus. Several undergraduate courses in Law of the department, including EU law and international public law are offered to students from other departments. Aristoteles Constantinides offers his course on Gender and Human Rights to students from the MA in Gender Studies. Several members of the Department have participated in PhD examination committees from other Departments, such as psychology, political sciences, gender studies and French and European studies. Additionally, the Department will participate in an inter-disciplinary MA in Migration Studies, which has been designed and is to be offered by all departments of the School. The Programme is currently	

	undergoing the accreditation process.	
Thesis supervision should count towards teaching time so that staff get a clearer picture of their actual research time.	This is an issue that has been discussed numerous times at Department, School and University level with a clear position by the Department of Law in favour of recognizing supervision and marking of LLM theses towards teaching workload. Most lately, the School of Social Sciences and Education (under which the Department of Law is included) adopted the following recommendations that have been forwarded to the Vice-Rector of Academic Affairs: A. Change in the Teaching Policy to allow co-supervision of undergraduate and postgraduate theses by faculty members and other teaching staff provided they hold a PhD. B. It is also proposed that the supervision of theses and dissertations be considered over a three-year period, so that it can be credited toward the teaching workload. So far, no response has been received by the Office of Academic Affairs. Unless the policy at University level changes, there is no means for workload recognition for LLM supervision at department level, as the conditions for workload are determined by the law governing the University of Cyprus academic staff. A similar position applies to workload for PhD theses supervisions.	
The EEC thinks it desirable that the Law Department safeguards the 40% research time	The Department fully agrees.	Choose level of compliance:

ceiling and ensures that the amount of teaching of the resident faculty members does not exceed what is reasonable, given that the Law Department is also expecting them to do significant research, quantitatively as well as qualitatively, and to establish the university as a research institution.		
The development and continuous training on teaching skills is important but currently no comprehensive policy exists in this respect. This is important for permanent but also temporary staff, as teaching is an important component of Department's activities.	The Centre for Lifelong Learning of the UCY and the UCY Library offer various courses on teaching methodology and teaching software. These are in addition to other courses offered, e.g. in the context of the YUFE Alliance of universities, in which UCY participates. As of September 2025, every Department member will have to attend at one teaching course per semester.	Choose level of compliance:

The EEC strongly recommends the introduction of fast-track procedures allowing for recruitment and promotion. As one full professor is released of her teaching duties due to administrative tasks at the university level and another full professor is close to retirement, it appears that there is scope for at least another 2 fte (in addition to the 3fte that the university has already approved and is in the process of filling).	The Department undertakes all reasonable efforts to expedite the hiring and promotion procedures, within the current regulatory framework, which is laid down by law and can only be amended by the Parliament.	
The EEC recommends that the University adopts a comprehensive and ambitious strategy in the period 2025-2030 that would allow the Law Department to become an independent School with sufficient autonomy and resources to demonstrate its potential.	The Department fully agrees.	

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The EEC would recommend exploring options for making research more visible, including through Open Access agreements with publishers, potentially in collaboration with other academic institutions in Cyprus and Greece; while research funds per member of staff is considerable, Open Access fees may consume such budget, leaving no room for conference participation and other research-enhancing activities.	The University of Cyprus Library participates in the Cyprus Libraries Consortium (ΚΚυΒ/CLC), has already open access agreements (Transformative Agreements) in place with various international publishers, such as Oxford University Press, Cambridge University Press and de Gruyter. These agreements allow academic members to publish open access in prestigious academic journals with no cost or with substantially reduced fees. There is also the UCY institutional repository GNOSIS < https://gnosis.library.ucy.ac.cy/>, in which open access publications of the Department members can be posted. UCY also has in place a central Open Access Policy (only available in Greek). In addition, there are ongoing efforts to establish a repository for Working Papers of the members of the Department.	
The EEC would recommend the introduction of writing grants for ERC and other prestigious grants at the domestic and European level. More strategic choices could be made at the departmental level which would identify those faculty members who have the highest chance to be competitive.	Members of the Department have already applied for such prestigious grants, including for ERC starting grants and COST Actions. Several members of the Department have obtained research grants both at European and domestic levels. The applicants are supported by University of Cyprus central research support services and by the national research contact points of the Research and Innovation Foundation. An overview of these research programmes is available on this link. The Department is already exploring options on this complicated issue. A decision is expected to be taken in September or October.	
The EEC would recommend ensuring that the Law Department	The Department already uses its own resources to hire Special	

can expeditiously use its own resources to replace resident faculty members who undertake significant administrative duties, obtain a research grant or otherwise are unable for some reason to fulfil their teaching duties.	Teaching Assistants to replace faculty members who are unable to fulfil their teaching duties.	

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 EEC recommends the introduction of tools to collect, monitor and act on information on student progression. More specifically, being able to act on student feedback as well as collect student progression data at the aggregate level is important and seems to be largely missing.	Data collection on the following domains is already or will carried out as of the next academic year (September 2025): 1. Number of students enrolled in each course. 2. Percentage of enrolled students who successfully complete each course. 3. Statistics of the evaluation of students per grade (number and percentage of students evaluated with a specific grade). Moreover, in cooperation with the Department's Head, recommendations may be provided to each member of the teaching staff, where necessary.	Choose level of compliance:
It was unclear whether LLB students can take courses from other departments (putting aside the language courses) but the EEC would recommend this possibility	Currently there is no such possibility, because of the lower number of ECTS of the courses offered by other departments. Meetings among the Departments' Heads are scheduled in July on this. Initiatives which will have been then possibly decided, might be implemented as of the academic year 2027-2028.	Choose level of compliance:
Use masterclasses and law clinics at the final year of LLB to allow students to acquire missing skills.	The Departmental Council decided in June 2025 that each member of the teaching staff will undertake to include masterclasses and/or law clinics to their courses as of Winter Semester 2025-2026.	Choose level of compliance:
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5. Learning resources and student support
(ESG 1.6)

The EEC has noted the following strengths of the LLB programme

Student support: Students are assigned advisers and appreciate the staff's accessibility for academic support. The administrative team assists with practical matters, while university welfare services provide additional support, ensuring a well-rounded student experience.

● Students' representatives unanimously express their satisfaction about the cooperation with their professors and no negative aspects were reported. Professors provide the appropriate guidance in terms of studying material, access to them through email and/or personal communication, organization of training seminars and opportunities for hands-on experience (i.e. as teaching assistance, participation in research programs), helping the students to expand their knowledge.

● Library: The University's prestigious Learning Resource Centre Library provides students with access to books, electronic resources, study areas, and training. It caters to various needs with group and silent spaces, 24/7 work areas, and an automated system. A bilingual app helps locate materials, benefiting working students in the programme.

● Skills development and employability: The Law Department has achieved high employment rates for its graduates, integrating specialist knowledge with current legal developments. Bachelor, Master European Business Law and PhD and Erasmus students and alumni confirm the practical relevance of their studies, highlighting the comparative perspective of the syllabus with a focus on case law and legal methodology.

● In addition, opportunities are offered to the students such as internships for BA and Master students, and teaching responsibilities (delivering lectures and correcting exams) to the PhD students. External stakeholders confirmed the high standards of UCY graduates and their high rates of admission to the Bar Association.

● Language: No linguistic barriers were reported as students claimed to be equally competent (both in reading and in academic writing) in Greek and English language.

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Students are considered to be among the best in Cyprus, however, as stressed by their professors, they often lack critical reasoning skills. The EEC suggests that more emphasis is put on the practical and synthetical analysis of cases, by providing case law and discussing further on the legal reasoning behind the Court decisions. Additionally, support for increasing linguistic proficiency could be extended.	The variety of evaluation methods shall be utilized more intensively in the future, beginning with the Winter Semester 2025/6. More attention will be paid to the improvement of skills in critical reasoning, especially by enhancing the already existent institutions such as moot courts and case law analysis. Through the establishment of laboratories, like the new Laboratory in Criminal Law & Criminology, the said enhancement will be further developed. The UCY Research Committee has -with its decision of 29/4/25- forwarded the issue to the UCY Council and then to the Senate for registration of the Lab as an institution for research	Choose level of compliance:

	and teaching; its work will include seminars, master classes and possibly an edition series on Criminal Law and Criminology. Analogous developments are expected in areas like arbitration, gender studies and human rights law.	
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6. Additional for doctoral programmes
(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)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

The EEC noted the following:

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

On the whole, the EEC recommends that the programmes under review be accredited. We hope that the institution will find this committee report an essential component of its growth strategy and its ambition to become an independent school that competes with its European counterpart as well as a source of reflection in its efforts to run exciting, sustainable and rewarding academic programmes for Greek-speaking students.

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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C. Higher Education Institution academic representatives

Name	Position	Signature
Charalambos Papacharalambous	Professor	
Click to enter Name	Click to enter Position	
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Click to enter Name	Click to enter Position	
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Date: 26/6/2025

LAW DEPARTMENT GRADING SYSTEM AND EVALUATION METHOD

The Department follows the mandatory grading system of the University of Cyprus (see below), which is numerical and starts from 0 to 10, with increments of 0.5. The minimum passing grade is 5. The weighted average is calculated based on the average of the grades of all courses that the student has successfully completed. The final weighted average, and consequently the degree grade, is indicated on the degree in the following manner:

• Excellent with Distinction (9.5-10),

• Excellent (8.5-9.49),

• Very Good (6.5-8.49),

• Good (5.5-6.49) and

• Satisfactory (5-5.49).

GENERAL PRINCIPLES AND EVALUATION GUIDELINES

In relation to the grading criteria for each type of assessment, the Department of Law takes into account in particular the following:

• breadth of knowledge,

• direct engagement with the question,

• quality of arguments and analysis,

• organization and presentation.

For the first three, emphasis is placed on the use of applicable case law, primary and secondary legislation, and academic analyses. The syllabus of each course may include additional and other specific assessment principles.

It should be noted that for grading and classification in any of the above classes, each written assignment or examination does not need to meet all the criteria specified for each class. Academic members are guided by general principles regarding the main character of the work being assessed (examination or assignment). Consequently, these principles guide examiners and help students to know how to conduct academic assessment and to improve any weaknesses.

'EXCELLENT WITH DISTINCTION' (9.5-10) AND 'EXCELLENT' (8.5-9.49)

These marks are awarded to a fully reasoned response, based on extensive research and study, which goes beyond the material specified by the instructor as mandatory. The paper or

examination that is graded "excellent with distinction" or "excellent" includes several examples (jurisprudence, primary and secondary legislation, academic textbooks and articles) that support the argument and provides clear references to the relevant bibliography. The student must discuss various points of view in relation to the issues under consideration, critically evaluate them and distinguish between different ideas and arguments. At the same time, the student must develop his or her own original argumentation in relation to the issue under consideration. The written examination or paper must be well-written, well-researched, with minimal technical errors and consistency in style. The writing style must be direct and with strong indications of excellent knowledge of the language. Grading within the "excellent with distinction" and "excellent" classes is recognition of careful engagement with the issue under consideration and the presentation of a coherent argument.

GRADE 10

Excellent work/response in all respects which is completely independent, original and insightful, while the writing style meets the highest professional standards in the industry.

GRADE 9,5

Excellent knowledge, balance and a refined approach. This is work with high precision, analytical, and consistent style.

GRADE 9

Elements of critical and original thinking, as well as the ability to conduct independent research.

GRADE 8,5

It shows a clear grasp of important points and the ability to engage in analytical and focused discussion. At the same time, it should show evidence of unquestionable quality in the use of sources. Although generally impeccable, the work/examination in this class may contain occasional stylistic or technical errors.

'VERY GOOD (6,5-8,49)

The answer focuses on the question, is complete in relation to key arguments, is well-substantiated and demonstrates understanding of the topic. It uses relevant material correctly, covering exhaustively and going beyond the mandatory reading sources based on the recommended syllabus material (jurisprudence, primary and secondary law, academic texts). At the same time, it demonstrates the student's understanding, as well as elements of independent thinking. The answer compares the different arguments on the topic and evaluates them critically, with occasional but not complete individualized arguments. The paper/examination is well-written, well-researched, tasteful, with minimal technical errors and consistency in style. It includes a clear structure and uses a wealth of sources to support the argument. The writing style is mainly direct and with significant indications of a thorough knowledge of the language.

GRADE 8

Well-written, with few technical errors. A direct response to the question, showing understanding of the various arguments and interpretations, and developing a coherent and well-structured discussion.

GRADE 7,5

This grade is given to an assignment or examination that is generally adequate but shows some weaknesses in terms of breadth of knowledge, depth of research, accuracy, clarity, or style. The answer may ignore some issues raised by the question or may show some weakness in writing or the breadth of study of the relevant material.

GRADE 7

A relevant response to the question that shows a reasonable level of general ability and understanding, but with weaknesses in some areas. The specific task/examination uses some relevant examples and understands to some extent different arguments and interpretations.

GRADE 6,5

Demonstrates knowledge of some issues related to the question, but with significant gaps, inaccuracies and no particular effort to evaluate the quality or significance of the information used. May include an inadequately developed argument with omission of one or more key points, over-reliance on a small number of materials/bibliography, weaknesses in syntax and inadequate referencing.

'GOOD' (5,5-6,49)

A relevant response to the question, showing a steady but limited engagement with the topic. The response shows an attempt to present an argument, but lacks a steady focus, the argument is developed to a very limited extent or tends to confirm essentially derivative ideas. The response is also more descriptive than analytical, but without the criticism that characterizes responses that receive higher scores. The structure is logical with some indications of confusion. Finally, it may contain errors of fact or interpretation, while the text lacks clarity, coherence and may be inelegant in some places.

GRADE 6

A relevant response to the question that shows a reasonable level of general ability and understanding, but with weaknesses in some areas. The specific task/examination uses some relevant examples and understands to some extent different arguments and interpretations.

GRADE 5,5

A weakly relevant response to the question that shows a reasonable level of general ability and understanding, but with weaknesses in some areas. The specific task/examination uses some relevant examples and understands to some extent different arguments and interpretations.

'SATISFACTORY' (5-5,49)

GRADE 5

A partial answer to the question, with little (or even a haphazard) attempt to develop a coherent answer to the question. This is an inadequately developed argument, based on very limited research. The evidence/sources used may be incorrect, unclear, or insufficient to constitute a serious answer, including errors of fact or interpretation. The answer has some structure but is confused or unclear.

'FAILURE' (0-4,49)

Evidence of partial knowledge but at a rudimentary level and/or demonstration of little or no real understanding of the question. The answer is mostly confused, poorly formulated and lacks a coherent argument. The answer is based on very limited material, without any critical understanding of its meaning. Finally, it contains significant grammatical and spelling errors.

GRADE 4,5 AND 4

Superficial response to the question posed. Demonstrates limited knowledge of the relevant material. Such a score may reflect a failure to answer the question posed, little or no argument. Contains some relevant information, is often incorrect regarding facts and their interpretation, and demonstrates poor organization. Is poorly written with many grammatical and spelling errors.

GRADE 3,5 AND 3

A completely superficial response to the question posed. It demonstrates very limited knowledge of the relevant material. Such a score may reflect a complete failure to answer the question posed, little or no argumentation. It contains very little relevant information, is almost completely incorrect regarding the facts and their interpretation, and demonstrates very poor organization. It is very poorly written with many grammatical and spelling errors.

GRADE 2,5 AND 2

No substantive answer to the question posed. Does not include relevant information. Demonstrates some attempt at analysis, but is the result of poor understanding and/or is incoherent and poorly structured.

GRADE 1,5 AND 1

No serious attempt to answer the question posed. No attempt at analysis. No structure. No understanding or knowledge of the topic. Only a partial answer.

GRADE 0

It refers to work that was either not submitted or is not worthy of a grade.

COMMENTS/EVALUATION FOR WRITTEN ASSIGNMENT
DEPARTMENT OF LAW, UNIVERSITY OF CYPRUS

STUDENT NAME:

COURSE:

GRADE:

Structure:

Knowledge and understanding of basic principles and concepts:

Application of knowledge to specific question(s):

Analysis and synthesis:

References and bibliography:

Grammar, spelling, and syntax:

STUDENT COMPLAINTS MANAGEMENT POLICY

PROPOSAL

QUALITY ASSURANCE OFFICE
OFFICE OF THE VICE-RECTOR FOR ACADEMIC AFFAIRS

CONTENTS

Student Complaints Management Policy

Scope

The Complaints Management Policy is addressed to current students of the University of Cyprus, from all cycles of study, and aims to resolve disputes or problems such as:

- I. Disputes on attendance and study matters
- II. Inappropriate conduct by an academic or administrative staff member
- III. Inadequate guidance of students from an academic staff member
- IV. Inadequate guidance of students from an administrative staff member

Scope of Application

A complaint is submitted orally or in writing when an action or a decision by a staff member or by a member of a collective body of the University does not comply with:

1. The Student and Academic Affairs Rules
2. The Codes of Conduct and/or relevant Policies related to:
   - I. Teaching
   - II. Research
   - III. Acceptable Use of Information and Communication Technology Services and Systems
   - IV. Intellectual Property and Copyright
   - V. Personal Data Protection
   - VI. Research-oriented Postgraduate Studies
   - VII. Employee Conduct
   - VIII. Equality and Non-Discrimination
   - IX. Combating of Harassment and Sexual Harassment
3. Other policies/regulations/rules and/or circulars governing the operation of the University which fall within the scope of teaching and studying in general.

Provided that, students shall study the content of the above Rules, Regulations, and Codes, in order to be aware of their rights and obligations during their studies at the University of Cyprus.

Students are also expected to contact their **Academic Advisor** for guidance and support on matters that concern them, related to or affecting their studies. Academic Advisors are expected to respond promptly to relevant requests from students.

Thematic Categories for Submitting a Complaint

Student complaints can be classified into three thematic categories and may arise in relation to:

A. Academic matters, such as:

1. Course / Laboratory Teaching
2. Feedback / Communication with Academic Staff Members / Supervising Academic Staff Members
3. Exams

B. Study and student life support services, such as:

1. Academic Affairs and Student Welfare (registration, exam schedule, accommodation, financial or other support)
2. Departmental secretariat
3. Mental Health Centre
4. Facilities
5. International student mobility
6. Financial issues
7. Library issues
8. Work-related issues
9. Safety and health issues
10. Physical access to the University Campus
11. Online access issues

C. Harassment and Sexual Harassment issues

Important Note

Complaints relating to the cases below may be managed only through the resolution and/or objection procedures *set forth in the respective Policies, Codes of Conduct, or Studies Rules:*

- Automatic termination of attendance
- Accommodation in the student residence
- Course grading
- Harassment and Sexual Harassment (**Category C**)

Stage 1: Direct resolution

In accordance with the guidance received from their Academic Advisor, students are encouraged to refer their complaint immediately to the appropriate person, so as to proceed to the necessary investigative or support actions.

Students shall submit their complaints within 30 days of the occurrence.

It is clarified that a complaint may be also submitted through student representatives.

Stage 2: Formal resolution

If upon completion of the direct resolution procedure the student objects to the proposed resolution, or if the situation remains problematic, then they may submit their complaint in writing, within 30 days, to:

1. **The Chairperson of the relevant Department**, regarding matters falling under **category A**
2. **The Heads** of the University Services or Entities, regarding matters falling under **category B.** A complaint falling under this category may be also submitted **through the Chairperson of the relevant Department.**

- The form shall be submitted to the Chairperson of the Department or the Head of the Service/Entity, as appropriate, who shall then record it.

- The student is informed of the progress of their request within 10 working days.

- The aforementioned Chairperson or Head shall take the necessary steps to examine/investigate the problem.

- Depending on the nature and urgency of the matter, the student shall be duly informed, within a reasonable period, of the outcome of the actions taken and the decisions made regarding the matter.

Stage 3: Objection and Final Review

If the student continues to object to the decision proposed for resolving the matter, they may refer it in writing to the appropriate office of the Vice-Rector for Academic Affairs for reconsideration.

Any decision made on reconsideration shall be final.

COMPLAINT FORM*

To the Chairperson of the Department / Head of the Organisational Entity

....

Document reference number (to be completed by the recipient)

....

NAME AND SURNAME: ....

Identity Number:...

Title of Programme of Studies:...

Year of Study: ....

Telephone/mobile number:...

E-mail: ....

Subject-matter of the Complaint:

....

Please briefly and clearly describe the problem you have faced or your complaint regarding the services provided to you (educational, administrative, etc.).

....

....

....

....

....

....

....

....

☐ I hereby expressly and unconditionally consent to the processing of my personal data for the purposes of managing my request.

☐ Additional documents related to the complaint are attached.

Signature of Applicant ....

Date ....

If during consideration the complaint is determined to be unfounded, it shall be dismissed and shall not be further examined.

*shall be submitted electronically, through controlled access, for confidentiality reasons.

Procedure for Managing Complaints/Grievances

CONTENTS

PROCEDURE FOR MANAGING COMPLAINTS/GRIEVANCES

INTRODUCTION

The University of Cyprus (UCY) has recently approved specific policies and codes of conduct – already implemented - which ensure the promotion of equal opportunities, respect for and understanding of diversity, as well as the fight against harassment and sexual harassment, discrimination, inappropriate (unethical/unprofessional) conduct and unequal treatment. The adoption and implementation of these codes and policies form part of the development of a zero-tolerance culture towards these issues at UCY, reinforce the core values and standards that underpin the work of UCY, and provide a reference point for any decisions made and actions taken by members of the University community in the course of their professional/academic duties or study obligations. The implementation of the Equality and Anti-Discrimination Policy, the Policy and Code of Practice for Combating Harassment and Sexual Harassment, the Codes of Conduct (for Teaching, Postgraduate Studies, Visiting Academic Staff), and the Code of Conduct for Employees of the University are directly related to the principles of good administration, which are respect, consistency, transparency, and meritocracy. Any violation of these policies/codes shall be reported.

SCOPE

This document aims at presenting the procedure for submitting a complaint/grievance, by any member of the University community, in cases where they feel they have fallen victim to harassment, bullying, or unequal treatment, based on the concepts defined in the present procedure, or in cases where the conduct or actions of a member of the University community goes against the UCY Codes of Conduct. Provided that, a complaint/grievance shall be managed promptly, discreetly, and confidentially.

USEFUL TERMS AND CONCEPTS

According to article 21 of the Charter of Fundamental Rights of the European Union (2012/C 326/02), "any discrimination based on any ground such as sex/gender, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. Also, any discrimination on grounds of nationality shall be prohibited".

"principle of equal treatment" means that there shall be no direct or indirect discrimination.

"direct discrimination" refers to less favourable treatment of a person due to racial or ethnic origin, religion, beliefs, age, sexual orientation, or disability compared to the treatment that another person receives, has received, or would receive in a similar position.

"indirect discrimination" refers to a *prima facie* neutral provision, criterion, or practice that may result in less favourable treatment due to gender, racial or ethnic origin, colour, religion, beliefs, age, sexual orientation, religious, political and philosophical beliefs, cultural characteristics, personal life, health, physical ability or disability in regard to other individuals, as well as due to an individual's socioeconomic status.

"bullying" or "victimisation" refers to the repeated exposure of an individual, for long periods of time, to negative acts by one or more persons in the environment they live in. These acts are characterised by deliberate efforts to impose upon, annoy, belittle, disrespect, or even harm other persons.

"harassment" refers to unwanted conduct expressed in words or actions which is related to gender, racial or ethnic origin, religion, beliefs, age, sexual orientation, or disability, aiming at or resulting in the violation of a person's dignity and creating an intimidating, offensive, degrading or hostile environment.

"unwanted conduct" refers to all behaviour that is unpleasant and offensive for an individual, irrespective of whether such behaviour is repeated or concerns a single incident. Regardless of how the perpetrator perceives their behaviour towards the recipient or what the perpetrator's intention was, the recipient of such behaviour does not need to inform the perpetrator that their behaviour is unwanted.

Provided that, although such behaviour might be welcomed by other employees or it might have been previously considered welcomed within the work environment, this does not annul the term "unwanted conduct" as defined above.

"Competent Authority" refers to people who are responsible for managing complaints or grievances related to incidents of bullying, harassment, and unequal treatment and for taking measures in order to prevent and manage such incidents. It is the responsibility of the Competent Authorities to provide adequate training for preventing and managing incidents of bullying, harassment, and unequal treatment.

THE COMPETENT AUTHORITIES OF THE UNIVERSITY OF CYPRUS ARE:

- Rectorate
- Deans of Faculties
- Chairpersons of Departments
- Director of Administration and Finance
- Library Director
- Heads of Services
- Ombudsperson (when appointed)
- Head of the Office of Diversity, Equality and Inclusivity
- Internal Auditor

Members of the University community may submit their complaint/grievance orally or in writing with any of the above authorities they feel more comfortable with.

The Competent Authority holds responsibility for managing each incident discreetly, in complete confidentiality, and with respect for personal data, without revealing any information, unless the Complainant requests or allows this.

APPLICATION OF PROCEDURE FOR MANAGING COMPLAINTS/GRIEVANCES

MEASURES FOR PREVENTING INCIDENTS OF INAPPROPRIATE (UNETHICAL/ UNPROFESSIONAL) CONDUCT, BULLYING, HARASSMENT, AND UNEQUAL TREATMENT

Every member of the University community:

- ➤ Shall demonstrate commitment, responsibility, honesty, consistency, and professionalism both in the performance of their duties and in any other activities.
- ➤ Shall treat other community members with respect, honesty, and fairness.
- ➤ Shall not endure rude or offensive behaviour towards others.
- ➤ Shall seek comprehensive and objective information regarding the provisions of the relevant UCY policies, codes of conduct, and procedures, as well as the applicable national and European legislation.
- ➤ Shall participate in actions, seminars, information, and training programmes on combating harassment and sexual harassment, and unequal treatment.
- ➤ Shall correct their own behaviour when realising that it is annoying or offending a member of the University community.

- Shall submit a complaint/grievance when they receive unwanted conduct and/or urge other members of the University community to do so when it comes to their attention that the latter have fallen victim to harassment or bullying.
- Shall supervise, assess and/or evaluate other colleagues and/or students with objectivity, meritocracy, and without any bias, based on the criteria that have been set and disseminated beforehand to those concerned.
- Shall not, directly or indirectly, obstruct other members of the University community from exercising their academic freedoms, rights, and responsibilities.
- In case of assessment in which they themselves or their immediate family members are involved or from which they or the above individuals derive any kind of benefits, measures shall be taken to ensure impartiality.
- Shall comply with all applicable provisions under UCY legislation, and especially on student-related issues, in accordance with the Student and Academic Affairs Rules.
- Shall not use any unlawful means or manipulation, conceal information, misuse confidential information, mispresent information or follow any other unfair practice.
- Shall not exercise any form of violence (physical and/or psychological and/or verbal) or threaten anyone in the academic environment.
- Any exploitation or use of students in projects unrelated to their administrative, academic, or university obligations, especially for purposes of benefit on the part of academic staff members, is prohibited.
- Shall apply all safety rules recognised in the relevant scientific field, as well as those specifically defined in the provisions for the protection of humans, animals, and the natural environment.

The Competent Authority:

- Is aware of the relevant Codes and the procedure for submitting and managing a complaint/grievance.
- Participates in relevant seminars and training programmes.
- Encourages reporting of incidents of bullying, harassment, and unequal treatment.

Information and Training

The University ensures that copies of the existing policy (both in hard copy and electronic format) are available to all UCY staff and students.

The Office of Diversity, Equality and Inclusivity organises, at regular intervals, seminars and lectures open to the whole University Community. At the same time, it prepares information material (in the form of leaflets, announcements, and audio-visual means) to properly inform the University community on these issues.

MEASURES FOR COMBATING INCIDENTS OF IMPROPER CONDUCT, BULLYING, HARASSMENT, AND UNEQUAL TREATMENT

The procedure for submitting a complaint/grievance may be oral (informal) or written, depending on the Complainant's preference and the seriousness of the incident.

Provided that, the procedure:

➢ Is clear, has been explained, and is understood by the Complainant.
➢ Is conducted with confidentiality, objectivity, and respect for the Complainant.
➢ Provides the Complainant with sufficient guidance and support.
➢ During the procedure, the Complainant and/or the Complainee and/or any witnesses are not victimised.
➢ Yields results within a reasonable time from the date of submitting the complaint.
➢ During the procedure, the cooperation between them (the Complainant and the Complainee) shall be avoided, if necessary and feasible, and/or they shall not be kept on the same floor until the issue is resolved.

PROCEDURE FOR SUBMITTING A COMPLAINT ORALLY

A.1.   The Complainant submits their complaint orally with the Competent Authority they prefer.

A.2.   The Competent Authority shall record the recitals (history) of the incident.

A.3.   The Competent Authority shall advise/guide the Complainant and/or intervenes, if necessary, to resolve the dispute between the two parties through dialogue.

A.3.1.   In case the issue is resolved, the incident is recorded and the procedure is completed.

A.3.2. In case the issue is not resolved and further investigation is required, then the Competent Authority urges the Complainant to submit a grievance in writing.

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PROCEDURE FOR SUBMITTING A COMPLAINT IN WRITING

</div>

B.1. The Complainant submits their complaint in writing to the Competent Authority they prefer.

B.2. The Competent Authority shall conduct a preliminary examination of the complaint within 5 working days.

B.2.1. If the incident implies the possibility of committing a disciplinary offence, then the statutory procedures for investigating such possibility are followed and the issue is referred to the relevant Competent Disciplinary Committee for Disciplinary Action.

B.2.2. If the incident concerns sexual harassment, then the procedure provided for in the Policy and Code of Practice for Combating Harassment and Sexual Harassment at the University of Cyprus shall be followed.

B.3. The Competent Authority shall examine the possibility of resolving the issue directly and provide guidance to the parties involved.

B.3.1 If this is achieved, then the incident is recorded and the procedure is completed.

B.3.2 If the issue is not resolved, then the Complainee shall be informed and requested to submit their comments on the complaint in writing within 10 working days.

B.4. In the event that the Complainee admits the charge, then an attempt shall be made to resolve the dispute between the two parties through dialogue in the presence of the Competent Authority (mediation).

The necessary recommendations shall be made and the Complainee shall be requested to apologise and/or take corrective action accordingly.

B.5.   In the event that the Complainee does not admit the charge, then further investigation of the issue shall be carried out through the examination of material and witnesses from both parties.

B.6.   A report shall be then prepared, which is to be notified to the interested parties with necessary recommendations.

B.6.1.   If the issue is resolved, then the incident is recorded and the procedure is completed.

B.6.2.   If the issue is not resolved, then the Competent Authority may suggest (upon consent of the Complainant) that the case be referred to the relevant Competent Disciplinary Committee for Disciplinary Action.

The procedure for submitting a complaint orally or in writing is illustrated in the attached diagram.

Sources

1. **Equality and Anti-Discrimination Policy at the University of Cyprus**
2. **Policy and Code of Practice for Combating Harassment and Sexual Harassment at the University of Cyprus.**
3. **Equal Pay between Men and Women for the Same Work or for Work to which Equal Value is Attributed Law of 2002 (177(I)/2002)**
4. **Charter of Fundamental Rights of the European Union (2012/C 326/02)**
5. **Code of Conduct for Employees**
6. **Code of Conduct for Teaching**
7. **Code of Conduct for Research-Oriented Postgraduate Studies.**
8. **Code of Conduct on the Establishment and Operation of Special Committees for the Promotions and Elections of Academic Staff**
9. **Code of Conduct on Visiting Academic Staff (Professor, Associate Professor, Assistant Professor, Lecturer)**

APPENDIX 1: FLOWCHART OF THE PROCEDURE FOR MANAGING COMPLAINTS/GRIEVANCES