

Doc. 300.3.2

Date: 2/7/2025

# Higher Education Institution's Response

(Departmental)

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** FACULTY OF SOCIAL SCIENCES AND EDUCATION
- **Department:** Department of Law
- **Programme(s) of study under evaluation**  
**Name (Duration, ECTS, Cycle)**

## Programme 1

**In Greek:**

Πτυχίο Νομικής

**In English:**

Law Degree

## Programme 2

**In Greek:**

Μάστερ στο Ευρωπαϊκό Εμπορικό Δίκαιο

**In English:**

LLM European Business Law

## Programme 3

**In Greek:**

Διδακτορικό στη Νομική

**In English:**

PhD in Law

- **Department's Status:** Choose status



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.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

## 1. Department's academic profile and orientation

### **Sub-areas**

#### **1.1 Mission and strategic planning**

#### **1.2 Connecting with society**

#### **1.3 Development processes**

Click to enter text.

The Department is thankful to the EEC for acknowledging its leadership in Cyprus, its proficient and enthusiastic faculty, its popular and high-quality LL.B., LL.M. and Ph.D programs, excellent students, contribution to society and strong international presence.

The Department is thankful to the EEC and pledges to maintain its commitment to excellence, striving towards continuous further improvement and better use of quality assurance mechanisms. The Department takes note of the EEC's observations regarding the allocation of budget within the university and other institutional considerations pertaining to the University.

The Department fully agrees with the Committee's observation that its elevation to a School of Law will enable solidification, growth and competitiveness. This would remain the vision, and a principal strategic goal of the Department in the medium term. However, such decision will have to be taken by the competent University bodies and will not be an easy one as it involves institutional considerations, legislative action and budgetary concerns. The Department believes that its constant commitment to excellence in research, teaching and contribution to society and continued growth in terms of teaching staff and students (particularly LLM and PhD students) will create the conditions necessary for a positive decision to that effect in the medium to long term.

When the Department expresses confidence that its ongoing development—particularly through the growth of its teaching staff and its postgraduate programmes—will support a positive decision "to that effect" in the medium to long term, it is referring to its aspiration for greater academic recognition, institutional support, and possibly expanded autonomy or capacity within the university system.

At the heart of this vision lies the Department's belief that excellence is not a static achievement but a dynamic, cumulative process. The ongoing growth in both the quantity and quality of the teaching staff is seen as fundamental to the Department's progress. Having a stronger and more diverse faculty allows the Department to provide a wider variety of expertise, encourage collaboration across different fields, and support an increasing number of postgraduate students, especially those pursuing LLM and PhD degrees. This, in turn, enriches the academic atmosphere within the Department and boosts its research productivity and overall scholarly impact.

The expansion of postgraduate enrolment is also central to this strategic outlook. The LLM and PhD programmes attract ambitious students, often professionals or judicial officers, who engage in advanced legal scholarship and contribute directly to the legal and judicial sectors of Cyprus and beyond. These students often work on issues of national and regional importance, producing scholarship that addresses real-world legal challenges. As such, the Department's postgraduate output strengthens its societal impact, one of the core pillars of the Department's mission.

Moreover, the reference to a "positive decision" in the medium to long term suggests a forward-looking hope for institutional development—perhaps the eventual establishment of a Law Faculty, the expansion of research centres, or the creation of additional autonomous programmes. The Department acknowledges that

such developments cannot occur overnight, but rather must be earned through consistent performance, growing visibility, and strategic investment in human capital and academic infrastructure.

In essence, the Department's statement embodies a long-term strategic mindset: it is working steadily to build a critical mass of talent, research, and institutional credibility that will justify greater recognition and support. This vision aligns with broader European and global trends in higher education, where excellence in research, postgraduate education, and societal engagement are key metrics of academic advancement.

By focusing on incremental but sustainable growth, the Department signals that it is not only aware of the responsibilities that come with institutional expansion but is actively preparing itself—ethically, academically, and administratively—to meet them. In doing so, it lays the groundwork for future decisions that will reflect and reinforce its evolving academic stature.

## 2. Quality Assurance

### Sub-areas

#### **2.1 System and quality assurance strategy**

#### **2.2 Quality assurance for the programmes of study**

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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

The Department is thankful to the EEC for its observations and renews its pledge to ensure quality assurance, by continuous further improvement and better use of quality assurance mechanisms, while striving to maintaining its commitment to excellence. The Department will take action regarding the systematization of information for graduate employment. Processes for better and more formal consultation with stakeholders are also being designed. Use of AI is another issue which will soon become a pressing concern for the Department, which will therefore develop an AI policy in the immediate future.

The Department is making best use of the relatively small number of its faculty members, all of which participate in the Department Board. All faculty members are involved in decision-making and rotate in their administrative and leadership duties, including especially the committees on postgraduate and undergraduate studies. This environment, as well as student participation in board meetings via elected representatives, allows for continuous discussion and for taking account observations, sharing best practices and exchanging ideas.

As regards the numbers of PhD students, the Department has been undergoing self-reflection and will in any case not admit any PhD students this year. It must be noted, however, that the Department of Law has been following the regulations and practices of the University, which sets the numbers of PhD students per supervisor at 10 per faculty member. While this number may appear high, it has been proven to work effectively in the 30 years that the University has been offering doctoral programs. In the context of the Department of Law, which launched its PhD program ten years after its LLB, the number is realistic given that (a) the objective of the PhD in law is to produce written scholarship at the monograph level (b) no laboratories or special technical equipment are required (c) most PhD students are employed full-time in practice or in the judiciary, many have young families and over half are women, which means that they tend to come near the maximum time allowed under university regulations. The University Regulations have options to remove a PhD student who has failed either the comprehensive examination or the prospectus examination twice, and failure to complete work in successive semesters might have the same consequences.

The Department pledges to maintain its commitment to excellence in teaching and research and to continue fulfilling its mission by, inter alia, contributing to the development of Cyprus law and being an outstanding contributor to Cypriot society.

## System and Quality Assurance Strategy

The Department is firmly committed to the continuous improvement of its internal quality assurance mechanisms and practices, in alignment with both institutional strategies and European standards. In this regard, the Department has developed a coordinated approach to monitoring, assessing, and enhancing the quality of its academic programmes and processes, while maintaining full compliance with national legislation and the University's internal framework.

To ensure transparency, accountability, and ongoing academic development, the Department will begin implementing a set of Key Performance Indicators (KPIs) starting from the academic year 2025–2026. These include:

1. Student Enrolment Numbers and Faculty-to-Student Ratio, to monitor growth and ensure balanced staff allocation;
2. Retention Rates, measuring the percentage of students continuing their studies from one semester to the next;
3. Course Completion Rates, as an indicator of teaching effectiveness and student success;
4. Graduation Rates, indicating timely completion of the programme;
5. Student Cohort Diversity, especially with respect to gender and nationality (with a focus on Cypriot and Greek representation);
6. Academic Performance, tracked through average grades per course and semester;
7. Event Organisation and Participation, recording academic and outreach events related to the field of law;
8. Student Satisfaction, collected via exit surveys and used to inform policy and teaching improvements.

These KPIs will serve as a key input in annual self-assessment exercises and will contribute to informed decision-making and long-term strategic planning.

In parallel, the Department is preparing to systematize its data collection processes. From September 2025 onwards, the following data will be routinely gathered and archived:

- The number of students enrolled in each course;
- The percentage of enrolled students who successfully complete each course;
- Grade distribution statistics per course.

Graduate employability remains a concern for the Department. While official data collection falls under the remit of the [University's Alumni Office](#), which regularly collaborates with the Ministry of Education, Sport and Youth to conduct alumni surveys, the Department seeks to improve informal tracking of graduate employment outcomes through its own channels, within the bounds of existing institutional frameworks.

Additionally, a department-wide exercise will be launched at the start of the 2025–2026 academic year to ensure alignment of course-level Intended Learning Outcomes (ILOs) with the overarching ILOs of the LLB programme. Each faculty member will be required to demonstrate how their course contributes to the programme's educational aims. To support this process, guidance based on Bloom's Taxonomy will be provided, including a simplified version to be included in course syllabi. This will serve to reinforce curriculum coherence and ensure that all levels of learning — cognitive, analytical, and applied — are adequately represented.

## Quality Assurance for the Programmes of Study

The Department maintains rigorous internal processes to ensure the academic quality and relevance of its programmes of study. All syllabi are submitted in a timely manner and are reviewed for consistency, workload balance, and alignment with programme objectives. The Head of Department is responsible for ensuring that formative variety in assessment is preserved across courses.



Language-related courses, worth 5 ECTS, are offered by the University's Language Centre. The Department of Law does not have authority to intervene in their design or content. However, core courses such as Contract Law and Tort Law I are credited with 9 ECTS each and include dedicated tutorial sessions that support in-depth learning and student engagement. Notably, in Tort Law I, 50% of the instruction is delivered through tutorials, justifying its higher credit load.

The Department is currently undertaking a curriculum review, and as part of this process, courses carrying 7 ECTS may be adjusted to 6 ECTS as of the Winter Semester 2025, depending on harmonization outcomes and academic alignment. This is being done with careful consideration to ensure the academic integrity and consistency of the programme.

Regarding assessment practices, while current formats already include a range of instruments (e.g. written exams, reaction papers), the Department is considering the formal integration of oral presentations into the assessment framework. However, this change is subject to further evaluation and will be implemented only after the necessary coordination, consultation, and alignment with programme learning outcomes. Clear and uniform guidelines would be established at departmental or faculty level before any such shift is enacted.

As part of its ongoing efforts to enrich the undergraduate curriculum and provide students with more practical and interdisciplinary learning opportunities, the Department is pleased to announce the planned introduction of a new course module in Criminal Law and Criminology.

This course module provides an in-depth, practical examination of criminal law and criminology within the framework of an undergraduate law program. It combines theoretical study with hands-on activities, including case analyses, simulations, and empirical research projects. A distinctive feature of the laboratory is its comparative approach, integrating key elements from both the common law (Anglo-American) tradition and the civil law (continental European) legal systems. Special emphasis will be placed on the learning and application of important scientific methods relevant to the discipline. These include techniques for the evaluation of evidence, investigative interviewing, and interrogation procedures, as well as methods for analyzing criminal patterns and behaviors. Through practical exercises, students will develop the skills necessary to critically assess and apply these methodologies in real-world legal and criminological contexts. Students will explore how different legal traditions influence the definition, investigation, and prosecution of criminal offenses, alongside the broader sociological and criminological perspectives on criminal behavior. The laboratory aims to develop students' analytical skills, critical understanding of legal concepts, and their ability to apply criminological theories and scientific methods in diverse legal settings. By bridging these traditions, the course prepares students for the complexities of modern criminal justice systems and enhances their readiness for advanced academic or professional paths in criminal law.

To enhance transparency and fairness in student assessment, the Department will introduce detailed assessment rubrics, clearly outlining the relationship between assessment tasks and intended learning outcomes. These rubrics will be included in course materials and referenced in the LL.B Student Handbook. (See *Annex I: Assessment Criteria and Rubrics* for an English version)

Anonymization of student scripts was discussed extensively at the Department Council meeting of 9 April 2024, in the presence of student representatives and members of the Internal Quality Committee. It was unanimously agreed that anonymization is currently not necessary, as no related issues have been observed to date.

With respect to student complaints and grievances, the University of Cyprus has a centrally adopted Student Complaints Management Policy, approved by the Senate on 16 April 2021 (see *Annex II: Student Complaints*). Furthermore, in cases involving harassment, bullying, or violations of the University's Code of Conduct, a newly adopted Procedure for Managing Complaints/Grievances applies (see *Annex III*). Within the legal framework applicable to public universities in Cyprus, the Department is not authorized to initiate





formal Sworn Administrative Investigation (Ένορκες Διοικητικές Εξέταση). Its role is limited to conducting a prima facie review of any complaint. If further action is warranted, the matter is forwarded to the University's competent institutional bodies, ensuring due process and compliance with legal and institutional guidelines.

### 3. Administration

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The Department is thankful to the EEC for its observations and kind words and pledges to continue and improve its good governance practices, integrating new ideas, including the European Code of Conduct for Research. Additional administrative personnel would be helpful in that regard, this being a decision of the central University. The Department constantly reminds the University authorities of the need for more administrative support to sustain and further improve its multifarious activities and efficiently manage its increasingly popular programs. In periods of excessive or supplementary administrative workload, the Department hires auxiliary staff on a temporary basis with funding provided by the University. It must be noted that the Department is a leader in ensuring and promoting procedures to avoid plagiarism and academic misconduct, with its faculty members taking very active and even leadership roles in both the Student and Faculty/Researcher Disciplinary Board.

In recent years, the Department of Law has taken a series of concrete steps to enhance its administrative effectiveness, streamline internal processes, and support its academic mission with professionalised services.

A Departmental Administrative Procedures Manual has been created and circulated internally to ensure standardisation and continuity in everyday operations. This manual clarifies the responsibilities of academic and administrative staff and serves as a point of reference for the efficient handling of recurring tasks.

In parallel, the Department regularly organises training workshops for both administrative and academic staff, particularly at the beginning of each academic year. These sessions cover topics such as changes in University regulations, updates in the Student Information System (SIS), the use of Blackboard, and best practices in document and workflow management.

To improve internal communication and onboarding, the Department has developed a Faculty Onboarding Kit. This kit provides new staff members with essential information on administrative procedures, key deadlines, internal quality assurance practices, and contact details for administrative support.

Furthermore, a system for annual internal administrative review is now in place. During this review, the Department evaluates indicators such as service efficiency, responsiveness to student and faculty needs, and the effectiveness of communication channels. Based on the outcomes, improvement actions are identified and implemented.

A centralised digitisation initiative has also been introduced to reduce paper-based processes and speed up administrative transactions. Where possible, internal requests (e.g., approvals for course changes, certificates, event coordination) are handled electronically using standardised templates and digital signatures.

To strengthen coordination between academic and administrative structures, the Department has appointed an Academic Affairs Coordinator, who serves as a liaison between faculty, administrative personnel, and central university units. This role ensures better alignment between teaching, quality assurance requirements, and student services.

Looking ahead, the Department is considering the establishment of an Internal Administrative Task Force to further assess workflows, identify bottlenecks, and propose refinements in areas such as student services, documentation, and digital communication.

Additionally, the Department plans to enhance its collaboration with central university services, including the Registrar's Office, the Research Support Office, and the Alumni Office. Scheduled coordination meetings and joint planning initiatives are being explored as part of this effort.



These actions demonstrate the Department's firm commitment to administrative excellence, institutional transparency, and the continuous improvement of its support services.

## 4. Learning and Teaching

### **Sub-areas**

#### **4.1 Planning the programmes of study**

#### **4.2 Organisation of teaching**

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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.

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.

The Department thanks the EEC and fully agrees with its recommendation to strengthen the diversity of contemporary teaching and learning practices. This is an area in which progress is being made, building on strong foundations, the use of both Greek and English materials, and the diversity of assessment methods. For example, in addition to the strong tradition of international law moot court participation (Jessup/Telders), the Department sponsored participation in international negotiation and commercial mediation exercises.

The Department also shares the EEC's recommendation about making judicious and effective use of visiting professors. The Department did in the past employ visiting lecturers who went on to successful positions abroad, and even tenure-level visiting professors from abroad. Given the employment cost of a visiting professor for a semester, this is a matter for the University and budget allocation.

The Department fully agrees with the EEC recommendation on more scholarship options for employed PhD students. In fact, the number of scholarships is determined by the University and depends on various factors including the number of PhD students. Since the number of the Department's PhD students has grown, the number of available scholarships has also grown to two full scholarships, which can however be substituted for three partial scholarships each, and two partial scholarships. Since the overwhelming majority of the Department's doctoral students are employed in legal practice and the Department has adopted a policy of offering eight partial scholarships or one full and five partial scholarships.

### **Planning the Programmes of Study**

The Department of Law of the University of Cyprus ensures that the planning and delivery of its academic programmes are aligned with the University's strategic goals, quality standards, and applicable regulations. The Department regularly reviews its academic offerings, incorporating feedback from students, faculty members, and external stakeholders, and is committed to continuous curricular improvement.

A foundational principle guiding programme planning is the close monitoring of student feedback and academic performance. Beginning in the Winter Semester 2025, student evaluations will be systematically reviewed and discussed during the Department's academic summits. In collaboration with the Head of the Department, individualized recommendations may be offered to academic staff, where appropriate, with a view to enhancing teaching methods, improving student engagement, and addressing any specific concerns identified through the evaluations.

Moreover, the Department is committed to increasing the transparency and fairness of its assessment processes. In this context, anonymised marking of student assessments has been positively received by teaching staff. Faculty members have already requested guidance from central University services on how best to implement anonymised assessment, including through the use of the Blackboard learning platform. The Department awaits University-wide technical and procedural support to standardize this practice across courses.

At a broader level, the Department acknowledges the need to embed inclusive values into its planning and delivery processes. In line with the new Procedure for Managing Complaints/Grievances (Annex III), all members of the University community — including students and faculty — are entitled to submit a formal complaint to a designated 'competent authority' of the University if they believe they have experienced or witnessed harassment, bullying, unequal treatment, or violations of the UCY Code of Conduct. Competent authorities include, inter alia, the Rectorate, Deans of Faculties, Chairpersons of Departments, and other administrative leaders such as the Internal Auditor and the Office of Diversity, Equality and Inclusivity. As of September 2025, students may also contact the UCY Ethics Commissioner directly for ethical or conduct-related matters. The Department fully supports these institutional frameworks as mechanisms that reinforce the integrity and inclusiveness of programme planning and delivery.

### **Organisation of Teaching**

The Department of Law recognises the importance of structured and transparent teaching practices that promote both academic excellence and student accountability. In accordance with current University of Cyprus policies, all members of the teaching staff are obligated to enforce mandatory class attendance and must retain appropriate documentation of student attendance for each lecture. This institutional requirement helps foster student engagement and ensures that students derive the maximum benefit from in-person academic instruction.

The organisation of teaching within the Department is underpinned by a shared commitment to pedagogical integrity, consistency, and innovation. Faculty members are encouraged to maintain high standards of classroom delivery and are supported by the Department in enhancing their teaching through continuous reflection and structured feedback processes.

Further, the Department remains responsive to institutional and student-led proposals for improving the teaching environment. The implementation of anonymised assessment is one such example. This initiative is both a reflection of faculty commitment to fairness and a response to broader calls for enhanced academic impartiality. The Department is currently coordinating with the University to ensure a technologically sound and procedurally consistent roll-out of this practice across all relevant courses.

In summary, the Department of Law actively promotes a teaching culture that is inclusive, well-documented, accountable, and responsive to feedback. All organisational practices are geared toward ensuring a high-quality educational experience that aligns with both the legal framework governing Cypriot public universities and the strategic aims of the University of Cyprus.

## 5. Teaching Staff

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The following strengths have been noted by the EEC:

Very competent teaching staff

- Good mix of senior and junior staff
- As the only public institution and a department with good reputation in the Greek-speaking community, the University is quite attractive for young academics
- Relatively low teaching load compared to the national practice, leaving room for teaching.

The Department thanks the EEC and shares its observation that the number of faculty members needs expansion. 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.

The Department has been making efforts to advertise its new positions internationally. 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.

Gender balance is a strong priority for the Department (and the University at large). Of the last five appointments, three were women, and the candidate selected in a pending process is a woman, which would mean a 2:1 ratio in the last six appointments. The Department has also shown its strong support for motherhood, allowing colleagues who would give birth effectively double the time of the mandatory birth leave. The Department has been employing several practitioners of very high reputation with PhDs in elective courses, and exceptionally in required courses.



## 6. Research

Click to enter text.

The following strengths have been noted by the EEC:

- The Law Department has been successful in attracting excellent researchers, resulting in a culture of excellence in research.
- The Law Department stands out from other institutions engaged in higher education in law in Cyprus through its integrated approach towards research, as well as through its dedication to the development of Cypriot legal doctrine.
- Both academic and administrative staff are highly intrinsically motivated to contribute to the mission of the Department and the University, going to great lengths in dedicating their time to research, outreach and supervision of some of the brightest young minds in Cyprus.

The Department thanks the EEC and assures of its commitment to research excellence, taking account of gender balance, family life, the administrative and supervision burdens of faculty members. The Department underlines the significant impact that its faculty members have made in the doctrinal development of Cyprus law. A Department member, Professor Nikitas Hatzimihail, directs the only peer-reviewed series of reference works (mostly treatises) on Cyprus law ("Cyprus law: Theory and Practice") which now boasts of over 10 titles, most by fellow faculty members, including an entire system of public law by Associate Professor Costas Paraskeva which has been cited massively in courts, as well as treatises on general criminal law, company law etc.

The University provides a research funding of a few thousand euros per faculty member that could be used for research travel, including conferences, or other expenses. This acts as an incentive for international extroversion. The Department as such, and its members, are active in international networks, as well as in the YUFE Alliance.

The Department also undertakes to update its home page detailing research programs <https://www.ucy.ac.cy/law/research/research-programmes/?lang=en>. As to increasing funding opportunities of doctoral students for conferences and full and partial doctoral scholarships, the Department fully agrees with the Committee and has already acted upon those recommendations.

The Department fully agrees with the EEC recommendation on more scholarship options for employed PhD students. In fact, the number of scholarships is determined by the University and depends on various factors including the number of PhD students. Since the number of the Department's PhD students has grown, the number of available scholarships has also grown to two full scholarships, which can however be substituted for three partial scholarships each, and two partial scholarships. Since the overwhelming majority of the Department's doctoral students are employed in legal practice and, the Department has adopted a policy of offering eight partial scholarships or one full and five partial scholarships. Since 2021, the Department has provided PhD students a €1000 stipend for conference activities abroad.

## 7. Resources

The following strengths has been noted by the EEC:

- The financial support to acquire necessary research material and travel funds is generous and includes junior researchers (PhDs).
- The Department's ability to generate supplemental funds through its teaching at Master level that feeds back into its research and outreach activities.

The Department thanks the EEC and expresses the hope that the new building complex encompassing the office, laboratory and teaching spaces for the Department of Law will have been designed or even construction started by the time of the next evaluation.

Additional administrative support, notably with the addition of an officer at Department (or Faculty) level will significantly help faculty members solicit research funds from the European Union and other international and national sources, and especially manage projects. Additional administrative support at officer level could also help with dissemination activities and clinical work.

The Department has in place policies for judicious use of its own funds (which are controlled by the University in accordance with statutory provisions). These policies will be reevaluated in accordance with the new information and funding prospects.

## B. Conclusions and final remarks

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The Department of Law at the University of Cyprus warmly thanks the External Evaluation Committee for its valuable insights and recognition. The Department reaffirms its strong commitment to academic excellence, research innovation, and societal engagement.

In teaching, the Department has adopted a student-centered and professionally relevant approach. Strong academic advising, diverse assessment methods, and alignment with legal practice ensure high-quality learning. Students express strong satisfaction, and graduates are well-prepared for employment and further studies. The Department also promotes transparency and fairness through practices such as anonymised marking and systematic feedback collection.

The teaching staff is highly qualified and diverse, with a balanced mix of experience and new talent. The Department actively promotes gender equality and supports faculty through family-friendly policies. Efforts to recruit internationally and expand the academic team are ongoing, despite structural constraints.

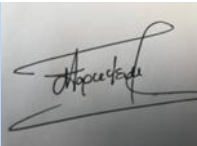
In research, the Department has cultivated a vibrant academic environment, contributing significantly to Cypriot legal scholarship and engaging in international networks such as YUFE. Faculty members benefit from institutional research funding, and the Department supports PhD students through scholarships and conference stipends. Its high-quality research output, including the *Cyprus Law: Theory and Practice* series, underlines its national leadership.

Regarding resources, the Department benefits from financial support for academic activities and effectively reinvests income from postgraduate programmes into research and outreach. Plans for a new building complex reflect the Department's ambition to enhance its infrastructure and expand its capabilities. However, additional administrative support is essential to manage research projects and facilitate external engagement. In terms of governance and quality assurance, the Department applies structured, data-driven processes for continuous improvement, aligned with European and institutional standards. It is committed to curricular development, interdisciplinary teaching, and operational efficiency.

Looking forward, the Department is strategically focused on growth, particularly in postgraduate education, and aspires to evolve into a School of Law. While this depends on wider institutional and legal developments, the Department continues to build the necessary foundation through sustainable, high-quality academic practices.

In all respects, the Department of Law combines academic integrity, institutional responsibility, and forward-thinking vision, positioning itself as a leading institution in legal education and research in Cyprus and beyond.

### C. Higher Education Institution academic representatives

Name	Position	Signature
Costas Paraskeva	Associate Professor	
FullName	Position	
FullName	Position	
FullName	Position	
FullName	Position	
FullName	Position	

Date: 2/7/2025

## **ANNEX I**

### **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

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## 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**)

## Procedure for Submitting a Complaint

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### 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

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## 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.

#### PROCEDURE FOR SUBMITTING A COMPLAINT IN WRITING

- 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.**

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#### 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

