



Internal Regulations

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Internal Regulations - The University of Keele, Greece – University Legal Entity

1. Introduction

The Internal Regulations of The University of Keele, Greece – University Legal Entity (hereinafter referred to as U.L.E.) define the framework for its organisation, management, and operation, with the aim of ensuring smooth operation, academic excellence, and compliance with applicable laws and regulations. It incorporates the principles of transparency, accountability, and participation, while ensuring the creation of an environment conducive to educational and research activities.

This Manual is an institutional guidance tool, which aims to regulate and define daily operations and conduct. It includes the fundamental principles and regulatory provisions of the U.L.E., as these apply to specific areas of activity. At the same time, it describes the provisions for monitoring compliance with the established regulations and rules, as well as the penalties imposed in cases of incorrect application or violation of these rules.

The content of the Internal Regulations of Operation and its individual chapters is dynamic and subject to constant review so as to respond to a constantly evolving legal and operational environment.

2. History of Publications

Issue Number	Date	Comments
1	26/03/2025	
2	25/08/2025	Amendment following comments submitted by the Ministry of Education on 21/08/2025.

3. Identity of U.L.E. – General Provisions

3.1. Legal Status

This U.L.E. is established in accordance with Law 5094/2024 and operates as a U.L.E. of The University of Keele (hereinafter referred to as the parent university).

The U.L.E. is a special purpose legal entity and is non-profit in nature, in accordance with the provisions of the law.

3.2. Cooperation with the University of Keele

The U.L.E. is affiliated with the parent university, operates and is controlled by it in accordance with the educational agreement both have entered into.

The parent university provides:

- Academic study programmes and the regulations governing them.
- Expertise and support for quality assurance.
- Award of degrees.

3.3. Legal and Regulatory Framework

The U.L.E. operates in accordance with:

- The provisions of Law 5094/2024.
- The educational agreement with the parent university.
- The regulations and requirements of the parent university.
- The guidelines of the National Authority for Higher Education.

4. Vision-Mission- Principles-Objectives

4.1. Vision

The U.L.E. seeks to establish itself as a model of academic excellence and social contribution, offering high-quality higher education that promotes equality and access for all. The focus is on promoting scientific knowledge, interdisciplinarity and innovative research.

Within this framework, the U.L.E.'s goal is to cultivate students' skills, values and critical thinking, while strengthening sustainable development, social cohesion and inclusion. The U.L.E. also aims to create aware citizens who will participate actively in society and contribute to its development.

An important part of the U.L.E.'s strategy is to connect students with the job market through partnerships with organisations both in Greece and internationally. This approach aims to promote education, technology and culture, ensuring that our graduates are ready to meet the challenges of an ever-changing professional environment.

4.2. Mission

4.2.1. Academic Mission

- **Providing high-quality education:** the U.L.E. is committed to providing higher education that is accessible to all, without any exclusion. This approach is based on the principles of academic freedom, meritocracy and the social role of higher education. The main objective is to produce and disseminate knowledge through teaching and research, preparing students to apply this knowledge in professional and social contexts. Adding to these objectives comes the promotion of science, arts, letters and culture, with the aim of developing well-rounded personalities who will actively contribute to society.
- **Organisation of educational programmes:** The development and provision of two-cycle (first and second) study programmes are the cornerstone of the U.L.E. Simultaneously, short-term and lifelong learning programmes are designed, aiming at offering flexibility while adjusting to the needs of students and professionals. This strategy reinforces continuing education and lifelong learning, which are essential factors in modern society.
- **Application of modern teaching methods:** The promotion of interdisciplinarity and innovative research is central to the academic mission of the U.L.E. Internationally recognised teaching standards are applied, encouraging student participation and the development of critical thinking. The use of modern technologies and learning methods contributes to an enriched educational experience.
- **Student skills development:** As part of the educational process, the cultivation of students' abilities and skills is enhanced, providing them with the necessary tools for a successful scientific career. Favourable conditions are created for the emergence of new researchers and enticing talented scientists, promoting a dynamic research culture focused on solving real social and professional issues.
- **Promoting research and innovation:** Conducting innovative research is vital to the mission of the U.L.E. The U.L.E. is committed to disseminating knowledge to society and exploiting research results, while adhering to the principles of scientific and research ethics. Sustainable development, social cohesion and

inclusion are fundamental values that guide its research activity, while ensuring freedom in research and teaching.

4.2.2. Social mission

- **Promoting partnerships:** Strengthening partnerships with higher education institutions, research and technology organisations, public and international organisations, as well as productive and private entities is a fundamental objective of the U.L.E. These collaborations, both nationally and internationally, enhance the exchange of knowledge and experience, promoting collaborative research and innovation.
- **Promotion of educational and research activities:** The U.L.E. is committed to developing activities that promote education, research, technology and culture. These activities will include seminars, conferences and educational programmes that will provide participants with the opportunity to actively participate in shaping the academic and social context.
- **Service to society:** The U.L.E. responds to the needs of society and the labour market by promoting the dissemination of knowledge and the utilisation of research results. Its aim is to strengthen social cohesion and promote the common good. It constantly strives to create active citizens who will be able to contribute to solving social challenges and connect theory with practice in their professional lives.

4.3. Principles

In order to achieve its mission, the U.L.E. is organised and operates on the basis of rules and procedures that ensure compliance with, and promotion of the following principles:

- **Academic Excellence**
Provision of high-quality higher education with an emphasis on equality, accessibility and academic freedom.
- **Innovation and Research**
Strengthening interdisciplinarity, innovative research and the connection between knowledge and society, promoting sustainable development.
- **Social Cohesion and Inclusion**
Cultivating values, skills and critical thinking to create active citizens who contribute to society.
- **Cooperation and Internationalisation**
Promoting cooperation with national and international bodies, strengthening the exchange of knowledge and experience.

- **Lifelong Learning**

Designing flexible study programmes and continuing education that are tailored to the needs of students and professionals.

- **Service to Society**

Responding to the needs of society and the labour market by disseminating knowledge and utilising research results.

- **Technology and Culture**

Integrating modern technologies and cultivating cultural values for the development of well-rounded personalities.

- **Connection to the Labour Market**

Creating strong links with the labour market through collaborations, internships and programmes that equip graduates with the necessary skills for professional success in a constantly evolving environment.

4.4. Strategic Objectives of U.L.E.

The creation of a modern U.L.E. with high quality standards is a strategic priority. The aim is to effectively address the challenges arising in modern society and to fill the gaps in the Greek education system. This six-goal strategic initiative is divided into three categories: short-term, medium-term and long-term.

4.4.1. Short-term objectives

Creation of a Modern U.L.E.:

- **Establishment of High-Quality Standards:** The successful operation of a U.L.E. depends on the quality of its educational outcome. It is necessary to develop and implement strict quality standards in education. This includes the creation of an evaluation framework that will ensure that curricula are up-to-date, innovative and capable of meeting the needs of students and the market.
- **Adapting to the Needs of Society:** The U.L.E. will focus on providing education that responds to the real needs of students and society. Collaboration with local authorities, businesses and organisations will be crucial in identifying issues that need to be addressed, thus, ensuring that students acquire knowledge and skills that are useful and applicable in practice.

Enhancing the Student Experience:

- **Linking to Labour Market Requirements:** Curriculum design should include the introduction of topics related to current market trends and requirements. Students should have access to educational programmes that prepare them for their future careers.

- **Internship Opportunities:** Enhancing internship opportunities and collaboration with businesses is critical to developing the student experience. Through internships, students will gain valuable experience and be able to apply their knowledge in real-life scenarios, thereby enhancing their employability after graduation.

4.4.2. Medium-term objectives

Promotion of Applied Research:

- **Enhancing Applied Research:** The development of mechanisms to support applied research is imperative. The U.L.E. will promote research projects that have direct applications and solve real problems in society. This will enhance the U.L.E.'s reputation as a centre of innovation and practical knowledge.
- **Collaborations with Industries:** Developing strategic collaborations with industries will enhance innovation and ensure that research activities have practical value. Through these collaborations, the U.L.E. will be able to attract resources and funding for research projects, while also strengthening its extroversion.

Attracting International Students:

- **Creating an International Academic Environment:** Attracting international students is key to developing an open and diverse academic environment. The U.L.E. will develop strategies to promote its programmes internationally, using digital media and participation in international education fairs.
- **Strengthening Intercultural Exchange:** The presence of international students will contribute to intercultural exchange and strengthen the academic community. The creation of exchange programmes and cooperation with other universities will promote interaction and knowledge exchange between students from different cultures.

4.4.3. Long-term Goals

Cultivating Relations with Society:

- **Developing Two-Way Relationships:** Creating two-way relationships with society is fundamental. The U.L.E. will seek partnerships with local bodies and organisations to help resolve social issues. These partnerships should be mutually beneficial and promote community participation in the academic life of the U.L.E.
- **Promoting Social Responsibility:** Integrating social responsibility into the activities of the U.L.E. will strengthen its connection with the needs of the community and promote a culture of social participation. The U.L.E. will

organise actions and initiatives that promote volunteer work and social awareness.

Promoting Sustainability and Environmental Responsibility:

- **Adopting Sustainable Practices:** The U.L.E. will strive to become a model of sustainability by implementing sustainable practices in all its operations. This includes saving resources, reducing waste and promoting recycling, as well as using renewable energy sources.
- **Environmental Education:** Promoting environmental education will help inform and raise awareness among students about the importance of sustainability and environmental protection. The U.L.E. will incorporate sustainability issues into its curricula and organise events and activities that promote environmental awareness.

The implementation of these strategic objectives is expected to lead to the creation of a U.L.E. that will promote education and research, while also acting as a catalyst for social change and development in Greek society within the National Strategy Framework for Higher Education. Through its commitment to quality and innovation, the U.L.E. will become a dynamic factor that will actively contribute to the progress and prosperity of the community. This strategy is not limited to academic excellence, but also extends to social responsibility, ensuring that the U.L.E. will serve the needs of society as a whole. In order to achieve the above objectives, it is necessary to develop a specific action plan that will define the practical actions, timelines and resources required. This plan will ensure the systematic and effective implementation of strategic objectives, allowing the U.L.E. to monitor progress and adapt its strategies in line with developments and the needs of society.

5. Operating Framework of the U.L.E.

The operation of the U.L.E. is governed by principles that ensure strict **compliance with current legislation**, which is a non-negotiable principle for all U.L.E. activities. In this context, there exists:

- **Compliance with legislation, regulatory requirements and the educational agreement:** the U.L.E. follows all applicable laws, rules and regulations relating to its educational, administrative and research activities. U.L.E. associates are

required to stay informed, participate in relevant training and comply with legislative and regulatory developments.

- **Protection of human rights:** the U.L.E. is committed to defending fundamental human rights, rejecting all forms of discrimination or forced labour. The protection of the dignity of every individual is a fundamental principle for all activities of the U.L.E.
- **Health and safety:** A key priority for the U.L.E. is to ensure high standards of health and safety in all its facilities and activities, both for its staff and for its students and visitors. High health and safety standards form the basis of a positive experience for the U.L.E. employees and students and ensuring them is a strategic pillar of the U.L.E.'s operation, as well as an important part of the role of the Director of the campus building complex.
- **Resource Management and Financial Transparency:** the U.L.E. applies strict rules for the management of its financial resources, ensuring sound fiscal policy and transparency with regard to funding and its allocation. Financial management complies with applicable laws and ensures the rational use of resources for the benefit of its academic and research mission. Each financial transaction is monitored to ensure efficiency and transparency, while annual financial reports are published to inform the parties concerned.
- **Ensuring labour relations and rights:** the U.L.E. promotes labour relations based on trust, mutual understanding and transparency, in accordance with applicable law.
- **Digital Security and Data Protection Policy:** the U.L.E. is committed to protecting personal data in accordance with the General Data Protection Regulation (GDPR) and any other applicable legislation. It implements strict digital security measures, ensuring that data is protected from breaches and unauthorised access. University community members are regularly trained in the proper management and protection of personal data and compliance with regulatory requirements.
- **Transparency and accountability:** the operation of the U.L.E. is characterised by complete transparency and accountability for all its activities, enhancing its integrity and credibility.
- **Breach management:** any possible breach of U.L.E. legislation, regulations or policies must be reported immediately and confidentially to the competent authorities of U.L.E.

The U.L.E.'s operating framework guarantees the quality, reliability and effectiveness of its academic and social mission, promoting its continuous development and improvement.

6. Operational and Administrative Structure, Academic Bodies, Committees and Boards of the U.L.E.

6.1. Operational and Administrative Structure of the U.L.E.

The operational and administrative structure of the U.L.E. is a fundamental factor for its smooth and efficient operation, ensuring both organisational cohesion and the effective management of academic research and administrative processes.

Through its organisational structure, the U.L.E. achieves:

1. **Ensuring the effective operation and coordination** of academic, research and administrative teams, creating a coherent and efficient administrative environment.
2. **The development and maintenance of high quality in education** through the application of modern administrative practices, organisational flexibility and the employment of specialised teaching and administrative personnel.
3. **The optimal use of available resources**, ensuring sound financial management and the sustainability of the U.L.E.'s operations.
4. **Supporting strategic decisions** with regard to the continuous development and evolution of the U.L.E., while ensuring their uniform and coordinated implementation at all levels of management.
5. **Strengthening internationalisation** by promoting collaborations with leading academic institutions internationally and expanding exchange opportunities for students and academic staff.

A rational and strategically designed administrative organisation permeates the continuous development of the U.L.E., strengthening its role in the academic community and promoting educational and research excellence.

The central executive management of the U.L.E. is exercised by the **Board of Directors** and the **General Executive Director**, who has overall responsibility for the operation of the building complex, strategy formulation, the development of international collaborations, recruitment and the formulation of development policies for the U.L.E.

At the same time, the **Rector** oversees the ongoing development of the U.L.E., setting its strategic course and ensuring high standards in academic activity, research and internationalisation. In this context, **he works closely with the parent university** and the executive administration, seeking to continuously upgrade the academic environment.

Therefore, the administrative and academic structure and organisation have been designed in such a way as to ensure the **uniform application of** administrative policies and academic practices. To this end, strict quality control mechanisms are implemented by the **Academic Board**, the **Senate** and the **Quality Assurance Department**.

This section provides a detailed overview of the Administrative Bodies, Academic Bodies, Institutions, Committees, and the overall organisational structure of the U.L.E., including the individual departments, roles and all staff, distributed by category. The combination of these structures contributes, to a great extent, to the creation of an efficient administrative and academic environment, ensuring the rational allocation of resources, the optimal use of available means and the promotion of the continuous development of the U.L.E.

The overall organisational framework of the U.L.E. comprises a coherent and effective governance system, which allows for optimal cooperation between individual units, rational management of human and material resources, and the achievement of high academic and operational standards.

6.1.1. General Overview of Operational and Organisational Structure

The organisational structure of the U.L.E. ensures the balanced and effective implementation of the U.L.E.'s strategy, academic programmes and services. At the same time, it supports the continuous development of individual sectors that contribute to the educational experience of students and the development of the U.L.E.

This structure is organised into **six main areas of operation**, which are illustrated in the corresponding organisational charts:

I. Central Administrative Structure and Support Services

The Administrative Structure includes a set of services that support the overall operation of the U.L.E., ensuring administrative cohesion and effective implementation of the strategy. Support Services include:

- The **Human Resources Department**, which is responsible for the management, development and support of staff.
- **Finance Departments**, which oversee the management of financial resources and the funding of the U.L.E.
- **Procurement Office**, which is responsible for managing the U.L.E.'s supplies and contracts.

- The **Legal Affairs Department**, which ensures compliance with the institutional and legal framework.
- The **Information Systems Department**, which provides technical support, resolves technical problems and contributes to the improvement of the technological infrastructure of the U.L.E.
- Other **Support Offices**, which coordinate all administrative procedures and ensure the implementation of the decisions of the highest administrative body.

II. Rectory Authorities

The U.L.E. is administered by the **Rector** and **Vice-Rectors**, who are responsible for guiding and implementing the development strategy in the following areas:

- **Academic Affairs**, ensuring the quality of study programmes and support for the academic staff.
- **Research and Innovation**, promoting research activity and scientific collaborations.
- **Internationalisation**, strengthening cooperation with international universities and organisations.
- **Enhancing Student Experience**, focusing on improving the services provided and supporting students.

III. Executive Administration and Administrative Director of the Campus Building complex

The executive administration and the administrative director of the campus building complex are responsible for the smooth operation of the U.L.E., ensuring compliance with strategic priorities and established standards.

IV. Academic Administration

The main objective of the academic structure of the U.L.E. is to organise and implement the academic strategy. It includes:

- **Deans of Schools**, who are responsible for supervising the academic activities of each school.
- **Department Chairs**, who manage the individual academic departments.
- **Heads of Study Programmes**, who guide the development and implementation of study programmes.

The organised operation of **schools** and **departments** ensures optimal student education, academic staff specialisation and the promotion of research.

V. Central Development and Supervision of Quality Assurance and Academic Standards

This sector includes strategic services and bodies that ensure the consistency and high quality of academic operations, such as:

- The **Quality Assurance Department**, which is responsible for implementing and monitoring academic standards.
- **Registries**, which provide administrative support to students and academic staff.
- **Liaison and Alumni Services**, which enhance the employment opportunities of graduates and maintain links with the labour market.
- **International Collaborations and Actions**, which support the development of international relations and the promotion of internationalisation.

VI. Unified Administrative Structure

The U.L.E. has a unified administrative structure, which ensures:

- **The implementation of the strategy and academic programmes**, ensuring compliance with educational standards.
- **The operation of the Registries and quality assurance procedures**, providing comprehensive support to students.
- **The development of the Academic Advisors team**, with the aim of providing personalised support to students.
- **Technical support and daily operation of facilities**, ensuring a modern and functional academic environment.

The organisational structure of the U.L.E. has been designed to ensure synergy between the central administrative units and the individual structures of the building complex. The organisational charts below illustrate the U.L.E.'s management and operating system, starting with the **Administrative and Academic Board, the Senate**, the central support services, the central administration and the strategic administrative roles.

6.1.2. Description of Organisational Units

The operation of the U.L.E. is based on a clearly defined organisational structure, which ensures the smooth and effective administrative and academic operation of the U.L.E. The organisational units and individual roles are structured in a way that supports the quality of education, academic excellence and the continuous development of the U.L.E. Below is a detailed presentation of the basic organisational units, their duties and their contribution to the smooth operation of the U.L.E.

Quality Assurance and Standards

The primary objective of the Quality Assurance and Standards Department is to implement and supervise academic standards and procedures in order to ensure compliance with national and international quality standards. The Department's main areas of responsibility include:

- The development, implementation and ongoing review of the Quality Assurance System (QAS).
- Monitoring and evaluating educational programmes for compliance with academic standards and the requirements of the parent university.
- Cooperation with all relevant departments and committees for the continuous improvement of existing procedures and the formulation of policies that ensure high levels of academic quality.
- Supporting certification processes and external evaluation procedures required by the National Authority for Higher Education and other international quality assurance organisations.

Academic Registries

The Academic Registries are a key administrative sector of the U.L.E., ensuring compliance with the regulations set by the National Authority of Higher Education and the parent university. Key areas of responsibility include:

- Maintaining and archiving student records in accordance with records management policy guidelines.
- Overseeing the proper implementation of regulations relating to administrative operations and academic procedures.
- Ensuring the effective management of enrolment, student applications and the issuance of academic certificates.

- Working with administrative services to standardise and evaluate legal documents and support academic operations. The Academic Registries are set up and operate under the guidance of the Head of Academic Registries and the Director of the Campus Building Complex.

Director of the Campus Building Complex

The Director of the Campus Building Complex plays a central role in the organisation and management of the U.L.E.'s building facilities and is responsible for implementing the educational policy as formulated by the U.L.E. administration. Their main responsibilities include:

- Organising, supervising and evaluating all educational and administrative processes within the building complex.
- Ensuring compliance with the regulations of the parent university and the internal operating policies of the U.L.E.
- Coordinating educational and support services, ensuring high standards of quality in the provision of services to students.

Academic Administration

The academic administration of the U.L.E. is the central mechanism for planning, implementing and monitoring educational policy, ensuring excellence in the provision of knowledge and the continuous improvement of student experience. The individual structures of the academic administration are responsible for supervising academic programmes, ensuring quality and the strategic development of educational and research activities.

Sub-Directorate of Academic Affairs for the Building Complex

The mission of the Sub-Directorate of Academic Affairs is to implement the academic vision and strategic objectives of the U.L.E., ensuring the consistent and high-quality provision of education. Its duties comprise:

- Monitoring, evaluating and continuously improving academic programmes so that they meet contemporary educational and scientific requirements.
- Supervising academic staff and teaching procedures, promoting academic excellence and pedagogical innovation.
- Coordinating study programmes with the parent university, ensuring compliance with international academic standards.

- Working with the Directors of Schools, Departments and Heads of Study Programmes to ensure the consistency and quality of the academic programmes offered.

Deans

Deans are key stakeholders in academic administration, taking on a leading and coordinating role in the operation and development of the Schools of the U.L.E. Their main responsibilities include:

- Strategic planning and supervision of the quality of academic programmes, ensuring the effective provision of educational services.
- Managing and strengthening the School's research and teaching activities, promoting knowledge and innovation.
- Guiding Department Chairs and Programme Directors in implementing strategies that enhance the educational experience of students.
- Working with the administration, academic staff and students to create a dynamic academic environment.

Department Chairs and Programme Leaders

Department Chairs and Programme Leaders play a pivotal role in the day-to-day operation of the Schools, ensuring the effective management and implementation of educational programmes. Their key responsibilities include:

- The daily administration and operation of the Departments, ensuring the quality of education and compliance with academic standards.
- Coordinating teaching and administrative operations by supervising academic staff and managing the academic programme.
- Evaluating teaching effectiveness and promoting innovative teaching approaches to improve the learning process.
- Ensuring the adequacy and quality of academic staff through strategic staffing and human resource development processes.

Student Experience and Student Support Services

The student experience is central to the educational process and the overall operation of the U.L.E. Providing high-quality support services to applicants, students and graduates is a key priority for the U.L.E., ensuring that every student receives the necessary guidance and assistance throughout their studies.

Student welfare services are designed to support students' academic and professional development, enhancing both their personal and professional growth. Through specialised programmes, activities and counselling services, students acquire the skills they need to successfully complete their studies and prepare themselves optimally for the job market.

Main Support Services & their Roles

Student support services include specialised operations aimed at providing comprehensive student experience. Specifically:

- **Academic Advisors:** A team of academic advisors operates within the building complex, providing personalised guidance to students. Their role focuses on academic development, counselling support and facilitating each student's educational progress. At the same time, they monitor student performance and collaborate with other U.L.E. services to continuously improve the services provided.
- **Liaison, Career and Alumni Office:** This office plays a key role in connecting students and alumni with the job market. It provides career guidance, prepares students for the job search process, organises seminars and career events, and maintains a network of partnerships with businesses and organisations, facilitating the professional rehabilitation of graduates.
- **Student Call Centre:** it serves prospective and current students by providing timely and accurate information on administrative and academic matters, as well as on enrolment procedures and study programmes.
- **Financial Support Services:** it specialises in managing student financial matters, providing information and assistance related to tuition fees, scholarships, financial aid and funding programmes.
- **Other Student Support Services:** The U.L.E. provides a wide range of services tailored to the different needs of students. These services include:
 - *Counselling Office:* it provides psychological and counselling support to students, helping them to adapt smoothly to the academic environment.
 - *Academic Learning Centre:* it aims to provide additional support to improve academic performance by offering reinforcement and guidance programmes.

- *Centre for Students with Learning Difficulties*: it provides tailored services and tools to support students with special needs, ensuring their equal access to education.
- *English Language Learning Centre*: it facilitates students' language development, enhancing their ability to attend English-language programmes and meet the demands of the international job market.
- *Library*: it offers access to printed and digital educational materials, supporting research and learning.
- *Research and Innovation Centre*: it promotes student research activity by providing access to research programmes and collaborations with other scientific institutions.

Structure and Coordination of Services

Student Support Services operate on a dual reporting line. More specifically, Academic Advisors, the Liaison, Career and Alumni Office, and all the other support services report to both the central administration and the building administration, either to the Director of the Building Complex or the Deputy Director of Academic Affairs.

The coordination of these services ensures consistency in the provision of student support, the implementation of uniform quality standards, and the development of policies that respond to the contemporary needs of students. Through this multidimensional approach, the U.L.E. enhances the academic and professional prospects of its students, promoting their continuous development and success.

Technical and Operational Support Services

Technical and Operational Support Services are one of the key pillars of the smooth operation of the U.L.E., as they ensure the effective management of infrastructure, maintaining a high level of quality in the building facilities and providing significant support services to students, staff and visitors.

The role of these services extends beyond simple facility maintenance, as it also focuses on the continuous improvement of infrastructure, building safety, and the creation of a technologically advanced and functional learning environment.

Key Areas of Activity

- **Building Complex Facilities Management and Maintenance**: This includes the management of the infrastructure of the U.L.E., the maintenance of building facilities, the management of energy resources and the implementation of sustainability strategies.

- **Facility Security and Access:** It ensures the safe operation of the building complex, proper access for students and staff, and compliance with international and national safety standards.
- **Technical Support (IT Support):** This concerns the smooth operation of information systems, support for the technological needs of academic and administrative staff, and the maintenance of IT equipment and digital services at the U.L.E.
- **Support Services Management:** This includes providing telephone service, financial management of relevant resources, and support for the daily operation of the building complex.

Key Roles and Responsibilities

The Technical & Operational Support Services are staffed by specialised personnel who undertake specific roles to ensure management and technical support of the U.L.E. facilities. Key roles include:

- **Reception and Telephone Service Manager of the Building Complex:** they manage the reception area, provide information to students and visitors, and coordinate telephone communications within the building.
- **Financial Services:** they are responsible for managing financial operations related to facility maintenance, equipment procurement, and financial support for the facility services.
- **IT Support Staff:** they provide technical support for the use of information systems, resolve technical problems arising in the building complex and contribute to the improvement of the technological infrastructure of the U.L.E.
- **Building Facilities Support (Janitor):** they are responsible for facility maintenance, addressing technical issues, and overseeing the proper operation of the building complex.

The organisation and operation of these services contribute significantly to maintaining high quality standards in the educational and administrative structures of the U.L.E., enhancing both the student experience and the efficiency of the U.L.E. staff.

(For more information on job descriptions, see Appendix 2)

6.2. Administrative & Academic Bodies, Committees and Support Boards of the U.L.E.

The effective administration of the U.L.E. is a fundamental factor in achieving sustainable development, ensuring the quality of educational services provided and promoting academic excellence. The administrative structure of the U.L.E. has been designed to combine strategic guidance, operational flexibility and transparency, contributing to rational decision-making and the effective implementation of best governance practices.

The Board of Directors, as the highest administrative body of the U.L.E., is responsible for its strategic planning and institutional supervision, while the Academic Board and the Senate ensure the implementation of high-quality academic standards, the promotion of educational and research excellence, and the continuous upgrading of study programmes.

In addition, the operation of specialised committees and support Boards enhances the administrative and academic operation of the U.L.E., promoting cooperation and coherent decision-making. Through their active participation, these committees play a decisive role in quality assurance, strategic planning, and the continuous upgrading of academic and administrative procedures.

The composition and effectiveness of the administrative and academic bodies of the U.L.E. confirm its commitment to continuous development, alignment with international academic practices and strengthen its mission in the field of higher education.

1. The Participants' Assembly

1. The Participants' Assembly shall meet at the headquarters of the U.L.E. or within the area of location of the headquarters but may also meet at another location in Greece or abroad under the condition that participants representing the entire workforce of the U.L.E. are present or represented at the Assembly and no one objects to the meeting being held nor to the decisions being taken.

2. It is possible to hold an Assembly via teleconference, under the conditions determined by a decision of the Assembly, or, by the Board of Directors- upon authorisation of the Assembly.

3. The Participants' Assembly shall solely hold the jurisdiction to take decisions on (a) the approval of the annual financial statements of the U.L.E. (b) the amendment of the Statute, (c) the election and replacement of members of the Board of Directors (subject to compliance with the legal provisions regarding the approval of members of the Board

of Directors by the parent institution), (d) the dissolution of the U.L.E. and (e) the increase or reduction of the capital of the U.L.E.

2. Board of Directors

Composition and term of office of the Board of Directors

1. The U.L.E. is administered by the Board of Directors, which consists of six (6) members.
2. The members of the Board of Directors are elected by the Participants' Assembly of the U.L.E. and approved by the parent institution for a three-year term, which is automatically extended until the first Participants' Assembly after the end of their term. In the event that a member of the Board of Directors is a legal entity, it is required that they should appoint an individual entity to exercise the powers of the legal entity as a member of the Board of Directors.

Powers and Responsibilities of the Board of Directors

1. The Board of Directors is responsible for the administration (management and disposal) of the assets of the U.L.E., its representation, and the pursuit of its objectives in general. It decides on all matters concerning the U.L.E. within the framework of its purpose, with the exception of those which, according to the Statute, fall within the exclusive competence of the Participants' Assembly.
2. For matters that do not require collective action, as well as matters that are not assigned by law to a specific person, the Board of Directors may, by its decision, assign the exercise of all its powers and responsibilities, as well as the representation of the U.L.E., to one or more people, whether members or not, while also determining the scope of the assignment.

I. Strategic Planning

The formulation and supervision of the University's development strategy is a primary role of the Board of Directors. More specifically, the responsibilities of the Board of Directors include:

- **Approving the mission and strategic planning** of the U.L.E., including long-term goals, operational plans, and annual budgets.
- **Developing strategies for the management of real estate and human resources**, ensuring the sustainable use of infrastructure and the strengthening of academic and administrative staff.

- **Monitoring the performance of the U.L.E.** based on approved indicators and evaluations, with the aim of continuously improving the quality of education, research and administrative operations.

The strategic direction of the Board contributes to ensuring the sustainability of the U.L.E. and its compliance with the modern requirements of higher education.

II. Administration and Management

The Board of Directors plays a central role in the administrative operation and sound management of the University's finances and assets. Its main responsibilities include:

- **Managing revenue and assets**, taking decisions that ensure the stability and financial soundness of the U.L.E.
- **Making strategic decisions on matters of fundamental importance**, such as establishing new study programmes, securing investments and managing crises.
- **Ensuring compliance with national and international legislation**, maintaining the institutional and operational solvency of the U.L.E.
- **Appointing and supervising the Executive Director and the Chair of the Academic Board**, with a view to ensuring the effective administration and implementation of the Board's strategic decisions.

III. Control and Transparency

Transparency and accountability are fundamental principles of the U.L.E.'s administrative operation, which the Board of Directors ensures through:

- **Establishing internal control mechanisms** aimed at ensuring good governance and effective resource management.
- **Supervising internal and external control procedures**, including the approval of the annual financial statements and the financial management of the U.L.E.
- **Managing health and safety issues** for students, staff and third parties, with the aim of creating a safe academic environment.

Control and transparency contribute to strengthening the trust of the university community and wider society in the institution, ensuring the accountability of administrative procedures.

IV. Effectiveness and Functioning

The smooth and effective functioning of the Board of Directors is based on procedures that ensure the continuous evaluation and improvement of governance practices. More specifically:

- **Regular meetings are held**, with a clear agenda, to ensure effective decision-making.
- **A process is implemented to evaluate the effectiveness of the Board** and its advisory bodies, with the aim of continuously improving governance procedures.
- **Best governance practices in higher education are followed** to ensure that the U.L.E. complies with international operating standards.

The ongoing evaluation of the Board's effectiveness and adherence to governance principles strengthens the institutional stability of the U.L.E. and its overall performance in the academic sector.

The Board of Directors approves critical decisions related to the operation and sustainability of the U.L.E., while authorising the Chief Executive Officer to act on their behalf in matters of day-to-day management or urgent nature.

The role of Chief Executive Officer includes:

- Implementing the decisions of the Board of Directors.
- Managing administrative functions and financial procedures.
- Representing the U.L.E. in internal and external affairs.

The balance between the strategic oversight of the Board of Directors and the executive management by the Chief Executive Officer ensures the stable operation and efficiency of the U.L.E.

By adopting these principles and procedures, the Board of Directors shapes the institutional and strategic framework for the smooth operation of the U.L.E., ensuring its sustainable development. As the main decision-making body, it oversees the administrative governance of the U.L.E., promoting innovation, transparency and accountability. Through its strategic guidance, the Board ensures that the institution responds to the contemporary demands of higher education, incorporating international practices and promoting academic excellence. At the same time, effective resource management and the development of partnerships with the scientific and business community contribute to the dynamic development of the U.L.E., making it a pioneer in education, research and innovation.

3. Academic Board

The Academic Board has 10 members and consists of: (a) seven (7) full members, including the Chair of the Academic Board, two representatives of the parent institution, two members appointed by the U.L.E., two independent external members with experience in the academic field of the U.L.E. Schools, and (b) three (3) ex officio members without voting rights, i.e. (i) the Chief Executive Officer, (ii) the Chair of the Board of Directors, and (iii) the Rector or (in his absence) the Vice-Rector for Academic Affairs of the U.L.E.

Appointment - Term of Office

1. The Chair of the Academic Board is appointed (and replaced) by decision of the Board of Directors, subject to the approval of the parent institution.
2. The representatives of the parent institution are appointed and replaced by decision of the legal representative of the parent institution and are notified to the Chair of the Academic Board, while the representatives of the U.L.E. are appointed by decision of the Board of Directors.
3. The full members of the Academic Board have a three-year term of office, which may be extended for another three years at a time upon the recommendation of the Chair of the Academic Board, provided that it is accepted by the majority of the full members of the Academic Board at the time.

Objectives & responsibilities

The main objectives of the Academic Board are as follows:

1. To advise the Board of Directors on all matters relating to the academic operation of the U.L.E., including educational activities and compliance with academic quality standards.
2. To submit recommendations for the development of new study programmes and research activities.
3. It provides high-level oversight to the committees responsible for evaluating and certifying all academic programmes.

Meetings – quorum and majority

1. The Academic Board meets at least three (3) times a year from September to April, but additional physical or online meetings may be convened either at the request of its members or to deal with urgent matters.
2. The Academic Board may meet in different compositions, depending on the issues to be discussed.
3. The Academic Board is quorate and meets validly if more than half of its members are present or represented and takes valid decisions by an absolute majority of its members present at the meeting.

The Academic Board is responsible for the academic supervision of the U.L.E., ensuring compliance with academic standards and the continuous improvement of the programmes offered. Its main objectives and responsibilities include:

1. Strategic Planning of Academic Policy

- Advising the Board of Directors on matters of educational policy, quality assurance and compliance with international academic standards.
- Proposing measures to enhance teaching, research and academic cooperation.

2. Curriculum Development and Certification

- It submits recommendations for the development of new study programmes and the revision of existing ones.
- It submits recommendations for research activities.

3. Committee Supervision

- It promotes the evaluation of study programmes.
- It supports the certification of all academic programmes.

4. Senate

The Senate consists of: (a) nine (9) professors; more specifically, three (3) professors from the academic staff of each School of the U.L.E. acting as representatives of the respective Schools, appointed by the Rector of the U.L.E., and (b) seven (7) ex officio members without voting rights, namely (i) five (5) members of the academic staff in academic leadership positions, i.e. the Rector of the U.L.E., the Vice-Rector for Academic Affairs of the U.L.E., the Deans of the three Schools, and (ii) two (2) students, namely one

representative of the undergraduate students and one representative of the postgraduate students.

Term of office

The term of office of the Members of the Senate (except for ex officio Members) is three years and may be extended upon expiry for one further three-year term. No Member (except for ex officio Members) may be a Member of the Senate for more than six years.

Objectives & responsibilities

The Senate oversees academic quality, monitors the academic criteria governing the operation of all Schools and Departments of the U.L.E. and provides general guidance and advice to the Academic Board on matters relating to the study programmes offered by the U.L.E. in order to ensure their proper and effective operation. In accordance with Article 152 of Law 5094/2024, the Senate decides on matters of daily academic operation of the U.L.E. and proposes strategies related to research and the educational and academic mission of the U.L.E. The parent institution retains its decisive role in all academic matters.

The Senate is also responsible for establishing and supervising committees and Boards composed of members of the academic staff.

More specifically, in accordance with Article 152 of Law 5094/2024, the Senate supervises:

A) the Research and Innovation Committee, which is assigned the powers and responsibilities set out in Article 149 of Law 5094/2024.

B) the Teaching and Learning Committee

C) the Academic School Committees

D) the Quality & Academic Standards Committee

E) the Academic Programmes Committees

G) the Research Ethics and Conduct Committee

5. Support Committees and Boards

The effective governance and smooth operation of the U.L.E. requires the active participation of specialised support committees and Boards. These committees play a crucial role in decision-making, designing innovative strategies and ensuring the quality of services provided.

The committees are formed on the basis of optimal utilisation of human resources, strengthening collective leadership and academic and administrative governance. Each committee has specific objectives, clearly defined responsibilities and the participation of specialised staff, ensuring transparency and efficiency in the organisation's operation.

The committees and support Boards can be divided into **Administrative** and **Academic Committees**, which operate in a coordinated manner, supporting the mission and strategic development of the U.L.E.

5.1 Administrative Committees

I. Executive Committee (EC)

The **Executive Committee** of the U.L.E. is the administrative body that oversees the implementation of the U.L.E.'s strategy and ensures its smooth operation at all levels. The committee acts as a link between senior management and the Board of Directors, providing substantive guidance and decision-making to achieve the objectives of the U.L.E.

Composition of the Committee

- **Chair:** The **Chief Executive Officer** of the U.L.E., who is responsible for organising, coordinating and supervising the work of the committee.
- **Participants/Members:**
 - The **Vice-Rectors** of the U.L.E.
 - At least **one member of the Board of Directors** of the U.L.E.
 - Other executives may attend meetings upon invitation, depending on the agenda.

Responsibilities of Participants/Members

The Executive Committee has a wide range of responsibilities, with the main ones being:

- **Overseeing the U.L.E.'s strategic plan**, ensuring its proper implementation in all areas of operation.
- **Submitting proposals** to the Board of Directors on issues of strategy, development and improvement of the U.L.E.'s operation.
- **Evaluating the Director's report** on the progress of work on the building complex under their jurisdiction, as well as at a collective level, with regard to the continuous upgrading of services and academic and administrative operations.

- **Cooperating with other administrative bodies** to ensure the U.L.E.'s compliance with regulatory requirements and the optimal use of available resources.

Minutes / Reports

The minutes of the Executive Committee meetings are drafted and submitted to the **Executive Director**, who retains overall responsibility for the operation of the U.L.E. In addition, the minutes are communicated to the U.L.E. **Board of Directors** and may be distributed to the members of the Committee together with the agenda and accompanying documents for the next meeting.

Frequency

The Executive Committee meets regularly, **once (1) a month**, ensuring continuous evaluation of the progress of strategic initiatives and decision-making that supports the sustainable development of the U.L.E. Additional meetings may be held in cases of urgent issues or increased management needs.

The operation of the Executive Committee contributes to the continuous improvement of the management and governance of the U.L.E., promoting transparency, efficiency and alignment of its actions with its strategic objectives.

II. Senior Management Team (SMT)

The **Senior Management Team (SMT)** is a strategic governance body that plays a decisive role in the formulation and implementation of the U.L.E.'s strategy. Its objective is to ensure the smooth operation of the U.L.E. by managing critical issues relating to its business activities, finances, human resources and overall performance.

Composition of the Committee

- **Chair:** The **Chief Executive Officer** of the U.L.E., who is responsible for organising and coordinating the committee's meetings and decisions.
- **Participants/Members:**
 - **Vice-Rectors** of the U.L.E.
 - **Director and Deputy Director of Academic Affairs** of the U.L.E. building complex.
 - **Deans of the Schools**, who represent the academic units and contribute to the formulation of educational and research strategies.

Responsibilities of Participants/Members

SMT members actively participate in decision-making and in shaping the academic and administrative strategy of the U.L.E. The daily agendas of the meetings are drawn up by the members and cover a wide range of topics related to:

- **Strategic planning of the U.L.E.** and formulation of policies that affect the operation of the U.L.E. at all levels.
- **Funding and budgets**, ensuring financial sustainability and optimal resource allocation.
- **Human resource management**, including issues of recruitment, evaluation and development of academic and administrative staff.
- **Teaching, learning and internationalisation performance**, enhancing the continuous improvement of the educational experience and the international development strategy.
- **Business activity of the U.L.E.**, exploring new opportunities for growth and innovation in higher education.
- **Risk control and management** through the analysis of financial reports, compliance issues and decision-making for critical business operations.
- **Maintaining an action log**, ensuring transparency and the ability to monitor the actions implemented.

Minutes / Reports

The **Chief Executive Officer** of SMT reports to both **the Board of Directors (BoD)** and the **Academic Board**, ensuring synergy between the central administrative and academic structures.

The minutes of SMT meetings:

- are recorded and distributed to **academic and administrative staff** to inform of the decisions taken.
- are expected to be accompanied by **summary reports** issued after each meeting, with the aim of enhancing transparency and effectively informing all stakeholders.

Frequency of Meetings

The Senior Management Team Committee meets **regularly, once (1) per academic semester**, throughout the year. In cases of critical issues or important strategic initiatives, additional meetings may be held, either in person or online.

The SMT plays a central role in the administrative governance of the U.L.E., ensuring that the Foundation responds to the contemporary challenges of higher education and strengthens its position as an organisation of excellence, innovation and international recognition.

5.2 Academic Committees

I. Teaching & Learning Committee (TLC) of the U.L.E.

The Teaching & Learning Committee is one of the key mechanisms for ensuring the quality and development of the educational process at the U.L.E. Its role is crucial in shaping and implementing policies that enhance academic excellence, innovative teaching and the continuous improvement of the student learning experience.

Composition of the Committee

- **Chair:** The **Vice-Rector for Academic Affairs** or another person nominated by him. The Chairman of the Committee is responsible for coordinating meetings, formulating strategy and making decisions on the educational policy of the U.L.E.
- **Participants/Members:**
 - Members of the academic staff with **senior learning and teaching responsibilities**, such as academics involved in professional development programmes for teachers (e.g. members of **Advance HE** or other relevant bodies).
 - Members are experts in educational methodology, innovative teaching practices, educational strategy and learning assessment.

Responsibilities of Participants/Members

The members of the Committee are responsible for shaping and monitoring the educational strategy of the U.L.E., with the following key responsibilities:

- **Monitoring academic development, academic standards and the quality of learning and teaching** at the U.L.E. through systematic evaluation and continuous improvement.

- **Formulating and implementing strategic policies** related to learning and teaching, promoting educational innovation, experiential learning and modern pedagogical approaches.
- **Providing advice** on the implementation of educational methodologies, the integration of new technologies in teaching and the development of training programmes for academic staff.
- **Supporting the continuous professional development of academic staff** by offering guidance and support to improve their teaching skills.
- **Developing and supervising teaching evaluation systems**, including student feedback, teacher self-evaluation, and overall educational performance.

Minutes / Reports

The actions and decisions of the Committee are recorded in reports submitted to three key administrative and academic bodies of the U.L.E.:

- **The General Executive Director**, who oversees the implementation of decisions at a broader strategic level.
- **The Executive Committee**, which is responsible for the overall governance and management of the U.L.E.
- **The Academic Board**, which formulates policies and strategies related to the educational operation of the U.L.E.

The Committee's reports play a crucial role in informing senior administrative and academic bodies, enabling the continuous adaptation and improvement of learning and teaching strategies.

Frequency

The Teaching and Learning Committee meets **at least once a month**. This ensures the continuous evaluation of the quality of education, the timely addressing of challenges, and the implementation of strategies that enhance the educational experience of students.

The **Teaching and Learning Committee** is the cornerstone of the U.L.E.'s operation, ensuring that the educational process evolves dynamically, responds to the contemporary challenges of higher education, and provides students with high-quality learning based on internationally recognised academic standards.

II. Faculty Assembly of the U.L.E.

The Faculty Assembly is an important governing body of the Schools of the U.L.E., with the main objective of ensuring academic cohesion and quality, as well as the effective implementation of the U.L.E.'s development strategy.

Composition of the Committee

- **Chair:**
 - The **Dean of the School**, who is responsible for coordinating meetings and guiding strategic academic initiatives.
- **Participants / Members:**
 - **Deans of Schools** (where required).
 - **Department Chairs**, who ensure consistency between the departments of the School.
 - **Heads of Study Programmes**, who contribute to the development and revision of study programmes.
 - **Members of the Academic staff**, who participate in the formulation of the School's academic policies and strategies.
 - **Department Registries**, which support the administrative operation of the School.
 - **Internship Coordinators** (where required), who ensure that the educational process is linked to the labour market.
 - **Members of the Quality Assurance and Standards Department of the U.L.E.**, who monitor and ensure the School's compliance with academic quality standards.

Responsibilities of Participants/Members

The main objective of the Academic School Committee is to strengthen the role of the School as an academic unit, to ensure the quality of study programmes and to implement the development strategy of the U.L.E. Its main responsibilities include:

- **Ensuring the unified and coherent operation of the School**, aligning educational and administrative procedures with the strategic development plan of the U.L.E.

- **Providing active support to the Dean of the School**, both at the academic and administrative level, by undertaking specific projects that contribute to the development and enhancement of the educational experience of students.
- **Contributing to the strategic management and upgrading of study programmes**, ensuring compliance with developments in scientific knowledge, labour market needs and international educational practices.
- **Supervising the implementation of quality assurance procedures**, in collaboration with the corresponding Quality Assurance and Standards Department, in order to maintain academic excellence and enhance the student experience.
- **Exchange best practices between departments**, promoting consistency in the management and operation of educational activities.

Minutes / Reports

The decisions and recommendations of the Committee are recorded and submitted to the following administrative and academic bodies:

- **Vice-Rector for Academic Affairs**, who is responsible for the strategic guidance of the Schools.
- **Deputy Director of Academic Affairs**, who ensures consistency in the implementation of policies.
- **Heads of Registries**, for the management and implementation of decisions at the administrative level.
- **Head of Study Programmes (where applicable)**, to ensure the optimal functioning of academic programmes.

Frequency

The Academic School Committee meets **at least twice (2) a year**. Regular meetings of the Committee ensure academic consistency, timely decision-making and continuous improvement of the educational process.

The **Academic School Committee** is fundamental to the academic governance of the U.L.E., contributing to the enhancement of the quality of education, ensuring uniformity in the operation of the Schools and the sustainable development of the U.L.E. Through the cooperation of its members, it creates a strong academic environment that promotes excellence, innovation and effective management of academic activities.

III. Quality & Academic Standards Committee of the U.L.E.

The Quality & Academic Standards Committee is a key mechanism for ensuring and improving academic quality at the U.L.E. Through monitoring and cooperation, the Committee ensures that the academic standards of the U.L.E. are aligned with the requirements of the parent university and the National Authority for Higher Education.

Composition of the Committee

- **Chair:**
 - **Dean of Quality and Academic Standards**, who leads quality assurance initiatives and oversees the implementation of control and evaluation procedures.
- **Participants / Members:**
 - **Chief Executive Officer**, who ensures that academic procedures are aligned with the overall strategy of the U.L.E.
 - **Vice-Rector for Academic Affairs**, who oversees the educational and academic functions of the U.L.E.
 - **Members of the Quality Assurance and Standards Department**, who are responsible for compliance with quality standards and academic procedures.
 - **Vice-Rector for Research & Innovation**, who incorporates quality assurance practices into the research activities of the U.L.E.

Responsibilities of Participants/Members

The Committee's main objective is to implement and improve the **Internal Quality Assurance System (IQAS)** and to adapt academic procedures to the requirements of the parent university and the National Authority for Higher Education. The main responsibilities include:

- **Monitoring the implementation of the IQAS** within the U.L.E., ensuring compliance with established quality standards and evaluation procedures.
- **Ensuring compliance with the quality assurance system** of the parent university and the National Authority for Higher Education, in order to maintain the validity and recognition of the programmes offered.

- **Collaborating with the Teaching & Learning Committee** to develop strategies related to student experience, teaching and learning in the various Schools and Departments.
- **Developing proposals for improving the quality of education**, based on data analysis, student feedback and international best practices.
- **Overseeing internal and external evaluation processes**, ensuring the integrity and reliability of academic programmes.

Minutes / Reports

The decisions, recommendations and actions of the Committee are recorded and reported to the following administrative and academic bodies:

- **Teaching & Learning Committee**, ensuring the relevance of quality procedures to the educational strategies of the U.L.E.
- **Meetings of the Deputy Directors of Academic Affairs**, if deemed appropriate, to ensure the implementation of quality standards at all levels of operation.

Frequency

The Committee meets **once a week**, which allows for continuous monitoring of quality assurance procedures and timely corrective action where necessary.

The **Quality & Academic Standards Committee** is one of the most important structures of the U.L.E., ensuring that the educational activities of the U.L.E. meet the highest academic standards. Through regular collaboration with other academic committees and continuous evaluation of procedures, it reinforces the U.L.E.'s commitment to academic excellence and continuous improvement.

IV. U.L.E. Programme Committee Meeting

The Programme Committee Meeting is a fundamental body for the management and evaluation of U.L.E. academic programmes. It focuses on quality assurance, continuous improvement and the alignment of study programmes with the educational needs of students, the requirements of the sector and the strategic directions of the U.L.E.

Composition of the Committee

- **Chair:**
 - **Head of the Study Programme**, who coordinates the work of the Committee and ensures the effective implementation of decisions.

- **Participants/Members:**
 - **Members of the academic staff** who teach in the specific programme.
 - **Internship Coordinator** (where applicable), who ensures the integration of internships into the academic programme.
 - **Programme Academic Registry**, who provides administrative support for the Committee's procedures.
 - **Student representatives** from each year of study, who provide feedback on the educational experience.
 - **Guests (where required):**
 - **Deans of the School and Department Chairs**, who may participate in meetings if deemed appropriate.

Responsibilities of Participants/Members

The Committee is responsible for monitoring and evaluating all academic procedures related to the programme of study, ensuring its continuous improvement and alignment with the strategic objectives of the U.L.E. The main responsibilities include:

- **Maintaining and strengthening the academic standards** of the programme through monitoring and evaluation of:
 - the aims and learning objectives,
 - the structure and content of the programme,
 - teaching and student assessment.
- **Systematic monitoring of student feedback** so that their views on improving the educational experience are considered.
- **Analysis of student performance data** to identify any problems and respond appropriately.
- **Informing and coordinating academic staff** to ensure that best practices are applied in teaching and assessment.
- **Collaborating with the Quality & Academic Standards Committee** to ensure that the programme complies with the quality criteria of the parent university and the National Authority for Higher Education.

Minutes / Reports

- **Final signature/approval:** The **Deputy Director of Academic Affairs** is responsible for the final approval of the minutes and decisions of the Committee.
- **Distribution of minutes:** Copies of the minutes are sent to **the Quality Assurance & Standards Department** by the **Heads of Registries**, ensuring transparency and documentation of decisions.

Frequency

The Committee meets **once every academic semester**, thus allowing for periodic review and adjustment of the curriculum.

The **Academic Programme Committee** is a central mechanism for ensuring and continuously upgrading academic programmes at the U.L.E. Through collaboration between faculty, students and administrators, academic excellence and optimal learning experience are promoted.

V. Collaborative Research Ethics Committee of the U.L.E.

The **Collaborative Research Ethics Committee** is interdisciplinary and deals with issues relating to compliance with the rules of the Code of Ethics and Conduct for Research. The Code of Ethics and Conduct applies to all research activities carried out at the U.L.E. under the responsibility of its scientific staff.

Composition of the Committee

- **Chair: Vice-Rector for Research and Innovation**
 - : The Chairman coordinates the work of the Committee and ensures the effective implementation of its decisions.
- **Members (Participants):**
 - **Full members** – The Committee consists of fourteen (14) full members, who belong to the specialised scientific staff of the U.E.L and, as far as possible, represent all fields of knowledge.
 - **Appointed members** – If necessary, additional members are appointed to support the Committee and participate in specific meetings.
 - **Registry**–The registry provides administrative support for the Committee's procedures.

Responsibilities of Members

The Committee is responsible for ensuring the ethical and moral credibility of research projects conducted at the U.L.E. More specifically, it checks whether the research is conducted with respect for human dignity, the autonomy of participants, their privacy and personal data, as well as the natural and cultural environment. In addition, it ensures compliance with the principles of integrity and the criteria of good scientific practice. The main responsibilities of the Committee include:

1. Advising on issues arising from and related to Research Ethics and Conduct.
2. Approving proposals submitted by U.L.E. Programme Managers, considering the purpose and methodology of the proposal (data collection protocol) following a request from the researcher concerned.
3. Approving the purpose and methodology (protocol, process and data collection) of research projects submitted for publication upon request by the interested party.
4. Undertaking the preparation and periodic updating of the U.L.E. Code of Ethics and Conduct for Research.
5. Creating and updating the corresponding website of the Research Ethics and Conduct Committee to inform U.L.E. members about the basic principles and rules of research ethics.
6. Evaluating any complaints from researchers.
7. Drafting an annual report on its activities.
8. Organising seminars and discussions on research ethics with the aim of informing and raising awareness among supervisors and researchers.

Minutes / Reports

- **Keeping of minutes:** Minutes are kept at each meeting under the responsibility of **the Committee Chair** and are approved by the members at the next meeting.

Frequency

The Committee meets in person or via teleconference **at least twice per academic semester**. In specific cases, it may meet or examine research projects by reviewing the documents submitted by the researcher.

The Collaborative Research Ethics Committee is an essential mechanism for ensuring the ethical and moral validity of research projects conducted at the U.L.E. This ensures that ethically sound research practices are followed in accordance with applicable legislation and international regulations, it promotes respect for participants and advances scientific research for the benefit of society.

VI. Research and Innovation Committee (R&I) of the U.L.E.

The **Research and Innovation Committee** is fundamental in relation to the U.L.E.'s strategy for promoting excellence in research, innovation and the connection of academic knowledge with society and the labour market. The Committee's goal is to systematically strengthen research activity, cultivate a culture of innovation and create an environment that encourages creativity, collaboration and scientific progress.

Acting as a key strategic planning and quality assurance body, the Committee focuses on policy-making, managing research initiatives and supporting collaborations with institutions in Greece and abroad. At the same time, it encourages the active participation of academic staff and students in research programmes, while contributing to the interconnection of research with the real needs of society through the dissemination of knowledge and the promotion of interdisciplinarity.

Composition of the Committee

- **Chair: Vice-Rector for Research and Innovation**
 - The **Chairman of the Committee** holds a leading position and is responsible for setting the direction and overseeing all activities related to research and innovation. Their role is crucial in ensuring the consistency of the R&I strategy with the broader objectives of the U.L.E., while also monitoring the progress of research initiatives and ensuring that timelines are met.

The Chair acts as a link between the Committee and the U.L.E. management, ensuring that the Committee's decisions and actions contribute to the achievement of the U.L.E.'s strategic priorities.

- **Participants/Members:**
 - **Members of the academic staff** with experience in research and innovation from all Schools and Departments of the U.L.E., ensuring representation of all scientific fields and the transfer of needs, priorities and proposals from each academic unit. These representatives play a crucial role in interdisciplinary collaboration, promoting the creation of

research initiatives covering multiple fields of knowledge. In addition, they contribute to identifying opportunities for external funding and collaborations with other institutions.

- **Expert Members:** The participation of members with expertise in areas such as research methodology, innovation, research utilisation and quality assurance enhances the functionality and effectiveness of the Committee. These members provide expertise in developing strategies related to research project funding, linking research to the labour market, and promoting innovative solutions such as the creation of patents, start-ups, and spin-offs. In addition, the experts ensure compliance with the rules of conduct and principles of research ethics, as well as adherence to international standards of excellence.
- **Secretary of the Committee,** who provides administrative support and manages documents, reports and decisions. They ensure the smooth running of meetings, the drafting of minutes and the management of communication between Committee members and other U.L.E. bodies.

The Secretary also ensures the transparency and documentation of the Committee's activities by organising and maintaining records for all research and innovation initiatives.

Responsibilities of Participants/Members

The Research and Innovation Committee (R&I) of the U.L.E. has assumed a central and multidimensional role in shaping, supporting and monitoring the research and innovation activities of the U.L.E. Its responsibilities cover critical areas aimed at strengthening academic and research excellence, the creation of strong partnerships and the dissemination of knowledge, with a view to sustainable development and linking research with society and the labour market. The main responsibilities of the Committee are as follows:

- To advise on matters relating to Research and Innovation and to support the strategic priorities of the U.L.E., with an emphasis on excellence and in accordance with the U.L.E.'s strategy.
- To improve communication between academic staff members with a view to interdisciplinary research and to increase their participation in publications/presentations in scientific journals/conferences and in research funding projects.

- To identify opportunities and promote synergies with research and innovation bodies in relation to funded research.
- To support and strengthen the participation of academic staff and students in R&D issues.

Minutes/Reports

- **Final signature/approval:** The **Chair of the Committee, Vice-Rector for Research and Innovation**, is responsible for the final approval of the minutes and decisions of the Committee.
- **Distribution of minutes:** Copies of the minutes are sent to **the members of the Committee** by the **Committee Secretary**, ensuring transparency and documentation of decisions.

Frequency of Meetings

The Committee meets regularly, at least once a month, to ensure systematic monitoring of its activities. During the meetings, members analyse the progress of research projects, examine new proposals and set priorities for improving the research activity of the U.L.E.

At the same time, the Committee maintains open lines of communication with all members of the academic community, strengthening participation and collaboration in research initiatives. The Committee's activities, results and achievements are recorded in annual reports, which are submitted to the U.L.E. administration and serve as tools for evaluation and improvement.

The **Research and Innovation Committee (R&I)** of the U.L.E. is the foundation for the development and promotion of research activity and innovation, strengthening its position as a pioneer in the academic and scientific field. Through its strategic guidance, ongoing support for research initiatives and collaboration with international bodies, the Committee promotes scientific excellence and creates a sustainable and innovative research environment. The Committee's responsibilities, which include strategic planning, support for research activities, quality assurance, the promotion of collaborations and the dissemination of knowledge, reflect the U.L.E.'s commitment to connecting research with society and the labour market. The multidimensional operation of the Committee enhances interdisciplinarity, participation and sustainability, laying the foundations for the continuous progress and international recognition of the U.L.E.

VII. U.L.E. Knowledge Transfer Committee

The **Knowledge Transfer Committee** plays a decisive role in bridging the gap between research and the real economy and society. By promoting collaborations, managing intellectual property and exploiting research results, it contributes to the creation of innovative solutions with practical impact. The Committee also ensures transparency and the dissemination of knowledge and good practices within the U.L.E.

Composition of the Committee

- **Chair: Vice-Rector for Research and Innovation**
 - **Chairman of the Committee** – The Chairman coordinates the work of the Committee and ensures the effective implementation of decisions.
- **Members (Participants):**
 - Representatives of the Teaching, Research and Technology Centres, a representative of the administration of European Programmes.
 - The **Secretary** who provides administrative support for the Committee's procedures.

Responsibilities of Members

The Committee plays a decisive role in bridging the gap between research and the real economy and society. More specifically:

- It contributes to the creation of innovative solutions with practical impact by promoting collaborations, managing intellectual property and exploiting research results.
- It examines proposals for innovation.
- It approves proposals to be submitted to European programmes.
- It supports the dissemination of know-how in the U.L.E.

Minutes / Reports

- **Keeping of minutes:** Minutes are kept at each meeting under the responsibility of **the Committee Chair** and are ratified by the members at the next meeting.

Frequency

The Committee meets in person or via teleconference **at least twice per academic semester**.

VIII. Examination Committee / Board of Examiners

The decision-making process of the Examination Committee is supported by the academic regulations of the parent university and, in some cases, by the specific regulations of the programme, which have been decided during the approval process for the specific programme of study and are explicitly defined in the official programme operating document.

Meetings / Members

The Examination Board meets three times per academic year:

- Once at the end of the winter semester.
- Once at the end of the spring semester.
- One before the start of the new academic year.

The meetings aim to evaluate the performance and progress of the students who have been assessed.

Terms of operation of the committee

The Examination Committee is responsible for:

1. Making decisions regarding the validation of students' academic performance, taking into account any mitigating circumstances.
2. Reviewing the overall progress of students and making decisions.

Minutes / Reports

The results of the Examination Committee are evaluated by the Heads of Study Programmes in order to obtain information on referrals, retention and overall student performance. These results are also used in meetings of the Deans and the Deputy Director of Academic Affairs, as well as in meetings of the Teaching and Learning Committee and the Quality Assurance Committee to evaluate student performance and inform actions related to teaching and learning strategy. At a strategic level, the results may also be discussed by the Executive Committee of the U.L.E.

IX. Exceptional Circumstances Committee

The Exceptional Circumstances Committee deals with students who face serious personal difficulties that negatively affect their ability to meet academic requirements. These circumstances must be beyond the students' control, have a significant negative

impact on their performance, and be related to specific assessments or examinations that the students are unable to meet.

Mission of the Committee

The Exceptional Circumstances Committee is responsible for:

1. Reviewing applications for mitigating circumstances, ensuring consistency and fairness in the process.
2. Reviewing appeals against decisions made by authorised people who have rejected mitigating circumstances requests.
3. Investigating mitigating circumstances in cases of academic appeals by students.

Meetings / Members

The Committee meets at least once every six months but may meet more frequently if required due to the volume of applications. The required quorum is three (3) members, including the Chair and the Secretary of the Committee.

Chair: Deputy Director of Academic Affairs of the building complex.

Members:

- Academic Registry of the respective study programme.
- Director of the building complex.
- Programme Head representing the relevant Programme Heads of the parent university.

Optional Participants:

- Quality Assurance and Standards Officer.
- Professor responsible for the course/module.

Minutes/Reports

The Committee records the minutes of its meetings, which include the cases under consideration and the relevant decisions. Students are informed of the outcome of their requests through the Head of the Study Programme. The Committee's decisions are ratified by the Academic Examination Boards.

Possible Outcomes

If the requests are accepted, the following outcomes are possible:

1. Additional time to submit the assessment or complete the internship.
2. Transfer of the assessment to a later date with the right of the full range of grades.

The Committee ensures that the supporting documents are submitted in a timely manner and that the Programme Head has submitted their support for the request. If a student seeks mitigating circumstances for more than one course/assessment component, the investigation is conducted on a course/component basis.

X. Disciplinary Board for Non-Academic Misconduct

The Disciplinary Board for Non-Academic Misconduct has been established to investigate non-academic misconduct with the aim of ensuring compliance with regulations and the smooth operation of the U.L.E.

Investigation Procedure

The investigation procedure for non-academic misconduct begins with the submission of a complaint to the Head of the Registries, who refers the complaint to the Director of the Building complex. If the complaint is not rejected, it is referred to the Dean of the School for further investigation.

The Disciplinary Board consists of three (3) or five (5) members, who examine the case and may impose disciplinary penalties if misconduct is found.

Student Rights

The student is informed of the complaint and has the right to attend the meeting accompanied by a counsellor. The Board relies exclusively on the evidence presented during the meeting and may call witnesses.

Imposing Penalties

If the student is found guilty, penalties commensurate with the severity of the misconduct are imposed. The student retains the right to appeal to the decision.

Minutes/Reports

The minutes of the meeting are recorded and include the Board's decision, the penalties (if imposed) and the documentation of the evidence examined. The minutes are communicated to the competent administrative bodies of the U.L.E.

XI. Disciplinary Board for Academic Misconduct

The Disciplinary Board for Academic Misconduct is established for the purpose of investigating academic misconduct and protecting the academic integrity and dignity of the university community of the U.L.E.

Investigation Procedure

The investigation of academic misconduct at the U.L.E. begins with the reporting of a possible violation by the professor in charge to the Head of Study Programmes. If a suspicion of misconduct is found, the investigation of the case begins.

If further investigation is required, the Disciplinary Board is convened, consisting of:

- The Head of Study Programmes.
- The Department Chair.
- Other relevant members, depending on the nature of the misconduct.

Student Rights

Students have the right to be accompanied by a counsellor during the meeting and to present evidence in their defense. The Board relies solely on the evidence presented and may call witnesses.

Imposing Penalties

If the student is found guilty of academic misconduct, the Board may impose penalties commensurate with the seriousness of the offence, which may include:

1. A formal warning.
2. Correction and retake of the assessment.
3. Change in grades.
4. Expulsion from the U.L.E.

Minutes / Reports

The minutes of the meeting are recorded in detail and include the decisions and penalties imposed. Students are informed of the decisions and have the right to appeal.

In summary, the organisation and management of the administrative and academic functions of the U.L.E., as described above, constitute a complex and demanding task, which ensures sustainable development and academic excellence. Through the establishment of clear and transparent procedures, the formation of strong governance structures and the promotion of cooperation, the U.L.E. manages to respond to the contemporary challenges of higher education.

The administrative and academic bodies of the U.L.E., through their institutionalised roles and responsibilities, strengthen strategic guidance, evidence-based decision-making and the assurance of high-quality standards in all areas of operation. Particular emphasis is placed on promoting research and innovation, as well as incorporating best governance practices that support continuous improvement and effectiveness.

Through collaboration and participatory leadership, the U.L.E. promotes academic autonomy and accountability, helping to strengthen its role as a provider of quality higher education. This ensures the long-term sustainability and dynamic development of the U.L.E., enabling its ongoing contribution to the academic community and society at large.

7. Academic Structure and Operation of Study Programmes - General Provisions

7.1. Study Programmes

The U.L.E. offers undergraduate programmes in accordance with the specifications of the parent university and upon approval of the National Authority of Higher Education. All programmes are certified by the parent university and approved by the Ministry of Education and Religious Affairs, while degrees are awarded by the parent university.

7.2. Schools and Study Programmes

The three Schools of the U.L.E. are as follows: School of Law, School of Humanities and Social Sciences, School of Medicine and Health Sciences. The departments and academic programmes of study per School are as follows:

7.2.1. School of Law

Department of Law

- Undergraduate Programme of Study (UG) in Forensic Science with Policing-Environmental Forensics
- Undergraduate Programme of Study (UG) in Forensic Science with Policing-handwriting & Documentation Forensics

7.2.2. School of Humanities & Social Sciences

Department of Education

- Undergraduate Programme of Studies (UG) in English Literature and English Language Teaching

Department of Psychology

- Undergraduate Programme of Studies (UG) in Psychology with Neuroscience

7.2.3. School of Medicine and Health Sciences

Department of Medicine and Health Sciences

- Undergraduate Programme of Studies (UG) in Bioengineering (Regenerative Medicine)

7.3. Study Programme – General Provisions

7.3.1. Organisation of Study Programmes in accordance with the European Credit Transfer and Accumulation System

The undergraduate and postgraduate programmes of the U.L.E. are organised on the basis of the European Credit Transfer and Accumulation System (ECTS) and in accordance with the relevant provisions of the parent university. Through the uniform description of credit allocation for each independent component of the study programmes, the comparability and recognition of studies among Higher Education Institutions at national and European level is ensured, supporting student mobility.

7.3.2.

Each semester includes at least twelve (12) full weeks of teaching, which cover the minimum number of credit units required by the existing legislation. In the event of disruption in the number of teaching weeks, the duration of the semester may be extended by one week.

The examination schedule is determined in accordance with the academic calendar by the School and the Department, as far as possible at the beginning of each semester. The schedule specifies the total duration of the examination period and the examination date for each course. Official holidays are recorded in the academic calendar, which is given to the administrative and academic staff of the U.L.E. by the Quality Assurance and Standards Department before the start of each academic year.

7.3.3. Students

7.3.3.1. Admission Policy and Criteria for Study Programmes

The policy and criteria for the admission of new students are determined by the parent university, depending on each study programme, are subject to Greek law No. 5094/2024 (Government Gazette 39/A/13-03-2024), and are strictly adhered to by the U.L.E.

Tuition fees are set based on the educational needs, material and technical infrastructure, and requirements of each programme, while their annual review ensures the financial sustainability and quality of the services provided.

The U.L.E.'s policy ensures that tuition fees fully cover the academic and administrative services provided, without imposing additional financial burdens on students. This

approach enhances the transparency and credibility of the U.L.E., while providing predictability for students and their families.

7.3.3.2. Student enrolment in the programme

Prospective students are enrolled in the programme once they have completed the required documents, submitted the necessary supporting documents and signed the agreement, which includes, among other things, the tuition fee repayment plan. More specifically, enrolment is considered complete when:

1. The prospective student has completed and signed the enrolment application. The enrolment application includes, among other things:
 - the student's personal details, which are used to register them in the U.L.E. information system and to inform the parent university,
 - information about their academic background, which is used to check that they meet the admission requirements for the programme,
 - other information that forms their overall profile (e.g. professional experience, knowledge of foreign languages, computer skills),
 - a personal statement in which the prospective student can freely write about anything they consider relevant to their application to study in the specific programme, and
 - a consent form regarding the disclosure of personal data and its use by the U.L.E. The application form must be completed in both Greek and English.
2. The prospective student has submitted the required registration documents. These are the following documents:
 - A photocopy of their police ID,
 - A photocopy of their high school diploma (for enrolment in an undergraduate programme),
 - A photocopy of their undergraduate degree and detailed transcript (for enrolment in a postgraduate programme),
 - A certificate of English language proficiency (optional for Greek-language programmes, required for English-language programmes),
 - One letter of recommendation (for undergraduate programmes) or two letters of recommendation (for postgraduate programmes),
 - A medical certificate for learning difficulties (if applicable),
 - The prospective student's NSNo (AMKA) (if the programme includes an internship).
3. The prospective student must sign the tuition fee payment agreement and pay the

registration fee.

The Academic Advisor responsible for informing the prospective student and processing their registration is responsible for ensuring that the above requirements are met and that all relevant documents are completed correctly.

7.3.3.3. Scholarships

Study scholarships

The awarding of scholarships by the U.L.E. is an integral part of its mission to promote equality in access to education and the recognition of excellence. For the academic year 2025-2026, the U.L.E. is committed to allocating more than €3,100,000 to scholarships, responding to the needs of students and supporting those who excel in their performance and potential. The scholarships cover 10% of all enrolled students who meet the relevant criteria, as described in the scholarship regulations, while there is the possibility of adjustment for a larger number of beneficiaries, provided that the amount is distributed proportionally.

Scholarship regulations

1. Introduction

The U.L.E. has the ability to offer scholarships to undergraduate and postgraduate students. Scholarships will be awarded to at least ten per cent (10%) of registered students per academic year. These scholarships will be awarded on the basis of criteria of excellence, in order to recognise and reward the best students, and will also include scholarships based on social criteria, taking into account the individual or family financial situation. The U.L.E. shall draw up a list of scholarship students and the scholarship amounts payable, which will, then, be submitted for review to the Ministry of Education, Religion and Sports at the end of each academic year, as specified in Article 148 of Law 5094/2024.

Scholarship funding may come from various sources, such as the U.L.E.'s reserves, resources from its self-financed programmes, funding for research or development programmes, as well as sponsorships and donations from legal entities and individuals.

To ensure transparency and efficiency in the scholarship award process, the U.L.E. Research and Innovation Committee has adopted the following regulations, which set out the procedures for submitting applications, evaluating them, and supervising their award.

2. Scholarships of Excellence

The U.L.E. awards scholarships to reward undergraduate and postgraduate students who stand out for their exceptional performance in their studies and research. The U.L.E. Research and Innovation Committee is responsible for determining the total number of scholarships for each category of candidates, ensuring that they are distributed equally across all academic departments. The Committee also determines the amount of funding to be provided for each scholarship, depending on its available reserves.

The Committee is also responsible for the financial management of the scholarships. Scholarships will be awarded for a period of one year (twelve months) and applications will be announced on October 1st of each year, covering the current academic year.

2.1. Undergraduate Students

Application Requirements

Scholarships for excellence are aimed at undergraduate students of the U.L.E. who are studying for their first degree. The necessary requirements are the successful completion of the first, second or third year of studies, with candidates enrolled in the third, fifth or seventh semester, respectively. Candidates must not receive a scholarship from another institution during the academic year in question.

Scholarship Award Criteria

Scholarship recipients are selected by the Research and Innovation Committee of the U.L.E. based on the academic performance of the students. Successful completion of all courses from previous academic years is a prerequisite. In the event of a tie, the following will be taken into account:

1. previous scholarship awards, with priority given to students who have not received another scholarship, and
2. the year of study, giving priority to students in later semesters.

Selection Process

Candidates are required to submit the following documents to the Academic Registry of the respective academic department:

- An application form
- Their transcript certificate.

- A formal declaration confirming the requirements of the paragraph "Requirements for Submitting an Application".
- A formal declaration of commitment to notify the university of any interruption in their studies if they receive a scholarship.
- The evaluation is carried out by Evaluation Committees, whose findings are ratified by the Research and Innovation Committee.

2.2. Postgraduate Students

Requirements for Submitting an Application

The scholarships are for postgraduate students who have finished their first year of study and are enrolling in their third semester. Just like for undergrads, applicants can't be receiving a scholarship from somewhere else at the same time.

Selection Criteria

The awarding of scholarships to postgraduate students is based on their academic performance during the first two semesters of study, provided that they have successfully completed all courses from the previous academic year. In the event of a tie, the scholarship amount is distributed equally.

Selection Process

Candidates must submit the following to the Academic Registry of the Department:

- An application form,
- Their degrees,
- Their transcript certificate (for postgraduate students),
- A detailed CV,
- A formal declaration confirming the requirements of the paragraph "Requirements for Submitting an Application".
- A formal declaration of commitment to notify the university of any interruption in studies if awarded a scholarship.

Applications are evaluated by Evaluation Committees appointed by the Research and Innovation Committee, and the results are validated by the same committee.

3. Scholarships for Financial and Social Criteria

The U.L.E. awards scholarships aimed at providing financial support to undergraduate and postgraduate students who meet specific social criteria. The Research and Innovation Committee is responsible for determining the total number of scholarships for each category of candidates, ensuring that these are distributed equally across all Academic Departments of the U.L.E. The Committee also determines the amount of funding to be provided for each scholarship, depending on the available reserves and based on the combination of financial and social criteria analysed below:

3.1. Scholarship Award Criteria

Financial Criteria

The awarding of scholarships is based, among other things, on the financial situation of the applicant for the tax year preceding the academic year in which they are applying for the scholarship. The tax year is clearly defined in the application form. The financial situation is assessed on the basis of taxable income, as determined in the following documents:

- **Tax Settlement Note (Act of Administrative Tax Determination):** The candidate must submit a clear copy of the tax settlement note or the corresponding act of administrative tax determination, issued by the General Secretariat for Information Systems (www.gsis.gr). In cases where the candidate resides abroad and is required to submit a tax return in their country of residence, the corresponding documents, translated into Greek by the competent authority, must be submitted.
- **Formal Declaration under Law 1599/86:** Candidates who are not required to submit a tax declaration form must submit a formal declaration with its signature authenticity certified by the competent administrative authority, or via the gov.gr platform. The declaration must explicitly state that: *"I was not required to submit a tax return for the tax year ..."*. The declaration must include the specific tax year to which the scholarship application relates. Otherwise, the declaration will not be taken into consideration.

Specific cases:

- If the applicant is married or has entered into a civil partnership, the taxable income is calculated for both spouses together.
- In the event of separation or divorce, where the spouses appear together on the tax return, the total income of both for the corresponding tax year will be taken into account.

Income Limit:

The total family or individual taxable income must not exceed €50,000.00. Otherwise, the Scholarship Application will be rejected.

Important clarifications:

- The submission of the tax settlement note is mandatory. Applications without it will not be processed.
- Tax settlement notes or affidavits for tax years other than those specified in the application will not be taken into consideration.
- Data related to the tax returns of the candidate's parents do not affect the process, unless they concern underage students or cases provided for by specific regulations of the U.L.E.

Transparency and accuracy in the collection and evaluation of financial data ensure the fair awarding of scholarships, focusing on students who truly meet the financial criteria.

Social Criteria

The consideration of social criteria in the context of awarding scholarships by the U.L.E. ensures support for students facing particular social or family challenges. The social criteria are structured into the following categories:

I. Family Status of the Candidate

The family status of the candidate is taken into account in the following cases:

1. Candidates are:
 - Married,
 - Divorced or separated with children,
 - In a civil partnership.
2. The number of children refers to:
 - Unmarried children up to 18 years of age.
 - Unmarried children up to 24 years of age, provided they are undergraduate students in higher education and a relevant certificate is provided by their school for the current semester.

The date of completion of the above age limits is set as 31/12 of the calendar year of evaluation of the application. Applicants must submit a certificate of family status and, where applicable:

- A divorce certificate for divorcees,

- Court documents or a formal declaration for those who are separated,
- A photocopy of a cohabitation agreement.

II. Disability of the candidate, spouse or children

Cases of disability are documented by:

- A medical report from KEPA, a Primary or Secondary Health Committee, or retirement certificates, stating the percentage and duration of the disability.
- A certificate of family status.

Medical reports without a clear reference to the percentage or duration will not be taken into account.

III. Disability of Parents or Siblings

Disability of parents: This applies to candidates who have parents with disabilities, documented by the following supporting documents:

- KEPA reports/certificates.
- A certificate of family status.
- The student's E1 tax declaration form, where the parent is listed as dependent.

Disability of siblings: Assessed in the following cases:

- The candidate and the sibling are unmarried.
- The candidate is the legal guardian of their sibling(s) by irrevocable court decision.

IV. Single-parent family

This applies to candidates who are:

- Single parents with children, holding a family status certificate and a formal declaration of single parenthood.
- Widowed parents, holding a family status certificate and a death certificate.

V. Guardian

This applies to single candidates who are:

- The eldest child, with one widowed alive parent.
- The eldest child with minor siblings and deceased parents.
- The child of a single mother.

VI. A Multi-Child Family

This applies to single candidates who certify their status as members of a multi-child family, holding the relevant certificate ASPE or any other recognised body. The certificate must be recent (issued within the last six months) and accompanied by a certificate of family status.

VII. Siblings who are students

This applies to single candidates with siblings who are single, up to 24 years of age, and are undergraduate students. A certificate of family status and a certificate of enrolment for siblings are required.

VIII. Military Service

This applies to applicants who are doing military service during the application period, with a relevant certificate from their unit, which must be recent and within the application deadline.

3.2. Selection Process

The application process for a scholarship at the U.L.E. is characterised by transparency, meritocracy and clear requirements, ensuring the objective evaluation of candidates. Candidates, regardless of their category of application, are required to submit specific documents that allow for the proper evaluation of their qualifications and suitability for the scholarship.

Required Documents

In addition to the general supporting documents listed in section 3.1, candidates must also submit the following documents to the Academic Registry of the relevant Department:

- **An Application Form:** the relevant form is available on the official website of the U.L.E., facilitating access for candidates.
- **Degrees:** to certify their educational background.
- **The Official Transcript:** required exclusively for postgraduate students, providing information on their academic performance.
- **A Detailed CV:** this includes the candidate's educational, professional and any other activities.
- **A Formal Declaration:** Candidates commit to inform the Academic Registry of the relevant Department in the event of interruption of their studies, ensuring the timely adjustment of the scholarship.

Evaluation Process

Applications are evaluated by Evaluation Committees appointed by the Research and Innovation Committee. These Committees undertake a thorough examination of the applications, recording the minutes of their proceedings. The final approval and validation of the minutes is the responsibility of the Research Committee, ensuring compliance with the rules and procedures.

7.3.3.4. Informing new students

The process of informing new students and helping them smoothly adapt to the programme of study involves two important procedures:

The Academic Interview

The academic interview is conducted by the Head of Study Programmes. The aim of the interview is to form an in-depth profile of the new student, examining in more detail issues that may not have been adequately addressed in previous stages of communication with the U.L.E. Indicatively, the following are explored:

- Factors that influenced the choice of subject.
- The student's expectations from the programme of study.
- Future academic, professional or personal goals.

During the interview, the student has the opportunity to request additional information about the study programme and the broader student experience. In particular, regulations of the U.L.E. and the parent university can be discussed, as well as practical details concerning:

- Course attendance.
- Conducting workshops.
- Internships and/or clinical placements.

The academic interview provides an opportunity for more detailed and personalised communication, enhancing support for the new student.

Study Programme Orientation Week

During the Study Programme Orientation Week, new students of the U.L.E. are invited to participate in meetings to receive the necessary information from the Academic Administration, (Director and Deputy Director of Academic Affairs), the Programme Head and the Academic Registry, shortly before the start of their courses.

Indicatively, they receive information on the following:

- Information on the Internal Regulations of the U.L.E.
- Information about Support & Administrative Services
- Information about their Study Programme
- The Timetable
- Information on the Academic Integrity Policy of the U.L.E.

7.3.3.5. Introduction to the study programme

At the beginning of each academic year, all students receive the Internal Regulations for Study Programmes (PS) and the Programme Study Guide, which are posted on the digital learning platform. These documents contain complete and detailed information on the regulations of the U.L.E., operating policies and procedures, academic regulations, support services, as well as logistical infrastructure, such as classrooms, computer labs, the library, and laboratories. In addition, instructions for accessing Microsoft Teams and connecting to the digital platform are included. The Internal Regulations of the PS also include information on personal data protection, instructions for emergencies such as fire or earthquake, as well as the green policy and sustainability plan of the U.L.E.

7.3.3.6. Student Rights

The main rights of students are the right to learn and the free expression of their opinions and views within the framework of academic freedom and academic ethics.

Students are entitled to access the information in their personal files kept by the Academic Registries of the Study Programmes in printed or electronic form, which contain: (a) the titles and supporting documents they submitted upon enrolment, (b) copies of the certificates or attestations they have been awarded, (c) the scholarships or awards they have received, (d) disciplinary penalties imposed on them, and (e) any relevant document provided for by the existing legislation.

Students are entitled to request, by submitting an application to the Academic Registry of the programme in which they are enrolled, certificates of study, detailed grades, etc., or to submit other requests, which must be answered within a reasonable time.

Students are entitled and obliged to cooperate with the professors and the academic, research and administrative staff of the U.L.E. in general, within the framework of their educational needs and obligations, on the days and at the times announced at the beginning of each semester.

Students are entitled, through their representatives, to be informed about educational, research and administrative issues of the U.L.E. that concern them, as well as about the actions taken by the U.L.E. as a result of their feedback.

Students have the right to access the written work they submitted in the examinations. This right is exercised simply by reading the written work together with the course instructor/examiner, who explains to them the assessment and grading of their written work. In addition, students have the right to receive written feedback within a reasonable period of time on the assessments they have submitted (written assignments, presentations, etc.).

The U.L.E. takes special care to ensure that students with disabilities can exercise their rights. It ensures that measures are taken to guarantee access to the U.L.E. premises, regulates issues of Special Education and Training for students with disabilities and special educational needs or specific learning difficulties, in accordance with current legislation and international practices. It provides the necessary infrastructure and conditions for their unimpeded participation in the educational process of the courses and in the examinations.

Guidelines on the appropriate methods of examination for people with disabilities are posted on the U.L.E. website and are addressed to all members of the academic staff with the aim of integrating people with disabilities into the U.L.E. and ensuring their equal participation in education. The Guidelines concern special arrangements or adjustments, depending on the type of disability and the limitations this entails, for the unimpeded participation of people with disabilities in examinations without interfering with the educational process or affecting the academic freedom of teachers.

Students have the right to use the Library services, subject to the terms and conditions of its Operating Regulations. In addition, they have the right to use the electronic libraries of the parent university of their study programme through their personal codes.

Students are entitled to social benefits in accordance with the provisions of current legislation.

Students have the right to use the facilities and equipment of the U.L.E. for their educational needs. However, they must also respect and protect the premises of the U.L.E. and prevent their use by third parties who might damage the image of the U.L.E.

Students who come from other Greek universities or other equivalent institutions abroad and enroll at the U.L.E. as visiting students have the same rights and obligations as full students for the duration of their studies at the U.L.E.

7.3.3.7. Student Obligations

The U.L.E. students are expected to comply with the Code of Conduct and Ethics, which is based on respect for academic integrity, personal dignity and safety, property and the environment. The Study Guides describe in detail the regulations on academic ethics and conduct and the policies that apply in case of violation, which are in line with the regulations of the parent university.

With regard to student behaviour, forms of behaviour that are not appropriate in an academic environment are seriously taken into consideration by the disciplinary bodies of the U.L.E. and may lead to disciplinary proceedings.

Students of the U.L.E. must behave as academic citizens, in a civilised and polite manner, respecting the freedom of expression of others. Any use or exercise of verbal or physical violence within the premises of the U.L.E., as well as any provocative or abusive behaviour towards students, academic or administrative staff of the U.L.E., is subject to the judgement of the Disciplinary Board for the imposition of sanctions that could lead to the permanent expulsion of the student from the U.L.E.

Students' Financial Obligations

Students are obliged to ensure the timely payment of their tuition fees, even if their tuition fees are funded by a third party. Tuition fees are considered to be the amount of money that students must pay to attend the basic course cycle of the study programme, as well as any additional fees that may be required to attend and participate in additional seminar courses that are not included in the core curriculum.

In case of inability to pay the tuition fees on time, the student must contact the Finance Department to immediately inform them on the matter.

Tuition fees must be paid in accordance with the financial arrangement agreed upon by each student with the Finance Department and signed and accepted before the start of the academic year/semester.

The U.L.E. reserves the right to deny access to classrooms to students who have outstanding financial obligations to the U.L.E.

In the event that students wish to have an official document (degree certificate or transcript) reissued, they are charged the cost of reissuing the degree or transcript.

The terms governing students' financial obligations are also set out in the financial obligations agreement, which is signed when the student enrolls or re-enrolls.

Academic Obligations of Students

Students are required to read and carefully study the Internal Regulations of the U.L.E. Study Programmes, as well as the current regulations for their own study programme, as described in the Study Guide, which they receive at the beginning of the academic year, and in the Internship Handbook (if applicable to their programme), and to comply with the relevant regulations and codes of conduct. The Internal Regulations for Study Programmes, the programme Study Guide and the Internship Handbook are posted on the U.L.E. website, specifically on the online platform, which students can access at any time using their personal passwords.

Students are required to:

- attend all classes (lectures, workshops, assessments during the academic semester, etc.) and enter classrooms and workshops before the onset of classes. More specifically, students are prohibited from entering classrooms after the first quarter of the official starting time of classes or workshops. In case of delay, students must wait until the break, if possible, to enter the classroom.
- inform the Head of the Study Programme in cases of intended absence from classes.
- submit supporting documents in case of illness, by completing the university document for extenuating circumstances, which will describe the reasons for the absence.
- be present during the final examination periods of the semesters and the re-examinations, where applicable.
- comply with all principles of academic ethics.
- contact the Academic Registry of the U.L.E. for any administrative issues.

7.3.3.8. Graduation Regulations

In order to be awarded a degree, students must be enrolled at the parent university for at least one academic year. Decisions regarding degree grades and student graduation are made in accordance with the regulations of the parent university.

A degree is awarded after the following conditions have been met:

- The candidate has completed a programme of study approved by the parent university,

which leads to the relevant degree.

- Graduation has been approved by the Examination Board, which convened, and acted in accordance with the regulations approved by the Senate.
- The candidate has fulfilled their financial obligations to the U.L.E.

The Examination Board has the discretion to decide to award a degree, despite the lack of assessment data, in exceptional cases, when:

- the student's incomplete attendance during their studies is due to reasons of force majeure and, at the same time,
- the student has demonstrably successfully completed the required number of learning outcomes of the programme of study through evidence of the student's performance equivalent to two-thirds of the assessments required by the programme regulations.

In cases where the Examination Board awards degrees despite incomplete assessment data, the Board's decision must be included in the minutes of the Board meeting.

7.3.3.9. Transcripts

The printed record of the student's assessment or the copy of the transcript shall indicate the following for each course:

- The title of the course.
- The credits corresponding to the course and the level of study (if specified).
- The academic year.
- The grade and the corresponding grading scale.
- The name of the parent university.
- The place where the studies were carried out.
- The language of instruction and assessment.
- The decision on promotion or graduation.

7.3.3.10. Student Support Services

The student welfare and support, which is offered to students throughout their studies through special programmes, services and activities, is based on the principle of their development, so that they can achieve high performance in their academic studies and secure excellent prospects for professional settlement and recognition. The U.L.E. believes that the creation of a supportive and inclusive environment is a prerequisite for the full development of each student's potential.

Admissions Department

At U.L.E., particular emphasis is placed on the quality and accuracy of communication with prospective students. Students enroll at U.L.E. through procedures based on conditions set by the parent university.

Student Counselling Centre

The U.L.E. Counselling Centre aims to optimise student well-being by supporting them and providing them with the opportunity to explore any issues that may be hindering them from fully achieving their educational aspirations.

The Counselling Centre aspires to offer its assistance and operate at a high level by adopting the following specific principles:

- Employing qualified psychologists and counsellors who are committed to the principle of continuous professional and scientific development.
- Ensuring that the services offered are always in line with the ethical and professional codes of conduct that characterise the work of psychologists and counsellors.
- Maintaining a professional orientation without prejudice or discrimination.
- Evaluating the centre through student feedback, with the aim of improving the services provided.

The Counselling Centre aims to offer students:

- Free, voluntary and confidential counselling support.
- The opportunity to receive support and advice from highly trained professionals.
- The opportunity to participate in structured support groups on a variety of subjects and topics, according to their needs.

The Counselling Centre provides individual support to students dealing with personal issues such as anxiety, stress, depression, eating disorders and grief. It can also support students in other areas of their lives, such as family problems, relationship problems, difficulty in making decisions, problems adjusting to academic life and academic requirements. The services of the Counselling Centre are available to all registered students of the U.L.E.

All information provided by students to the Counselling Centre staff is strictly confidential and is not disclosed to third parties unless it is deemed that the student or others are at risk.

Students who wish to make an appointment should contact the Head of the Counselling Centre via telephone or email or make an online appointment via the U.L.E. platform using

the contact details and hours listed in the relevant announcement, which is posted on the notice boards in the U.L.E. premises. The Centre's staff will contact students as soon as possible to finalise the details of the appointment.

Academic Learning Centre

The Academic Learning Centre provides the following services to students:

- **Academic Skills, Academic Writing**: it assists with a wide range of learning tasks, including improving academic writing skills, study skills, understanding research projects and research processes.
- **Computer Skills Support Centre**: it enhances students' knowledge of Microsoft Office software (Word, Excel and PowerPoint). The service assists with presentations and reports, facilitates the writing of scientific papers using automated tools in Word, utilises tools for statistical studies in Excel, calculations and graphs via Excel, and produces academic-level presentations in PowerPoint.

Individual and small group tuition is available to registered students of the U.L.E. by appointment only. Appointments can be scheduled for one hour per day, and a student can receive up to 2 hours of tutoring per week. Students can seek academic assistance on their own or may be required to attend make-up classes at the request of their professors, personal academic advisors, or course instructors.

Students can contact the Academic Learning Centre by sending their request via email or by booking an online appointment on the U.L.E. portal.

Centre for Students with Learning Difficulties

The U.L.E. is committed to promoting equality and diversity by providing an inclusive and fair environment for all its students and staff. Its goal is to ensure equal opportunities for all members of the community, regardless of disability or other individual characteristics. This commitment is implemented through policies that integrate equality into all the U.L.E.'s processes, ensuring that disability issues are taken into account in all strategic decisions and resource allocations. The U.L.E. encourages diversity and inclusion, giving everyone the opportunity to fully realise their potential and contribute to the community.

In this context, the Centre for Students with Learning Difficulties has been established to provide students with SLN with the necessary support and adjustments, ensuring equal access to education and all U.L.E. activities.

Adjustments and Support Opportunities

The U.L.E. seeks to ensure that all students, including those with SEN, have equal access to educational materials and activities. For example, educational material will be available via the intranet prior to lectures, while proactive measures will be taken to ensure that the learning environment is appropriately adapted. The organisation recognises the importance of openness in disclosing individual support needs and encourages students to communicate any special needs so that it can provide appropriate and personalised support.

Support and Benefits for Students with SEN

The U.L.E. provides full support to students with SEN, which may include:

- Exam modifications and special assessment arrangements (e.g., extra time or different conditions during exams). These changes are issued by the SEN advisor or administrator.
- Extended book loans from the library.
- Use of specialised software in collaboration with the IT Department.
- Learning disability screening services for students who have not been diagnosed.
- Individual Study skills Support.
- Informing and supporting lecturers about the needs of their students with SEN and the impact of these on their academic progress.

Teachers may be asked to provide modified teaching materials (e.g. handouts, notes) and to adapt their teaching to the needs of their students. For more information or to apply for counselling support, students can contact us by email.

Academic Advisor

The Personal Academic Tutor (PAT) is a fundamental institution supporting the learning process. Tutors monitor students' progress, provide guidance on educational and professional issues, resolve queries and encourage students to successfully complete their studies. In addition, they identify problems or complaints and inform the Head of the Study Programme. Meetings are scheduled at the beginning of the year and included in the academic calendar, while advisors maintain a consistent picture of students' overall progress from the beginning to the completion of their studies.

Alumni Office

The U.L.E. Alumni Office acts as a link between the U.L.E. and its alumni, as well as the job market. Its aim is to strengthen the relationship with graduates, offer them support in their professional careers and raise their awareness of social issues and voluntary

activities. It also provides information on professional rights and the process of their recognition.

The Office supports the lifelong learning of graduates, offering specialised seminars that enhance their skills. Collaboration with national and international bodies reinforces their continuing education and development. For more information, graduates can contact the Office by email, telephone or via the U.L.E. website.

Employability and Career Centre

The U.L.E. Employability and Career Centre provides high-quality support to students and graduates, helping them develop the skills and qualifications needed to effectively manage their careers.

Services include assistance with CV writing, interview preparation, employability skills development, and networking opportunities with companies and professionals.

Students can book appointments with Career Advisors to discuss their career plans, participate in seminars and presentations, and obtain information about available jobs through the career portal. All services are offered free of charge, objectively and with complete confidentiality.

English Language Learning Centre

The U.L.E. English Language Learning Centre has extensive experience in teaching English at an academic level to ensure that students receive the appropriate support. A team of experienced English language teachers ensure that this support is available in appropriate forms. Support for students is further provided throughout their studies through lectures, seminars, workshops and individual tuition.

Research and Innovation Centre

The Research and Innovation Centre aims to support academic staff and students in matters of research and innovation and in the use of new technologies in education. The aim of the U.L.E. is for the Research and Innovation Centre to contribute to the development of research activity, the development of collaborations with research and innovation bodies, and participation in funded European programmes. Academic staff and students can contact the Centre for Teaching, Research and Technology by email.

Online Education Platform

As part of the educational and support services it provides to students and academic staff, the U.L.E. implements services offered by the asynchronous distance learning platform/Virtual Learning Environment (VLE). Through the platform, each participant, with

their personal access code, can work at their own pace and in their own time. At the same time, virtual classroom support and information are provided, such as:

- Lecture notes
- Lesson plans
- Assignment plans.
- Digital educational material
- Activity tables.
- Discussion groups.
- Semester Timetable.
- Grading.
- Bibliography.
- Student Forum, etc.

Internship

The main objective of the internship is to fruitfully link education with the labour market by combining theory and practice (learning by doing), while also meeting the urgent need for innovation, which is emerging as a key objective at both national and European level.

The objectives of the internship are as follows:

- To inform trainees about the structure and operation of production or service units, about the social, economic and technological factors that affect working conditions, and to encourage their active participation in production or service provision processes and methods.
- To correlate the theoretical and laboratory knowledge acquired during their studies with the methods applied in the production processes of employers.
- To interconnect the U.L.E.'s schools with applied research sites.
- To inform trainees about the possibilities of undertaking business activities in their field of specialisation.

Use and Regulations of the Library

The U.L.E. Library, located in a suitably designed space, provides a variety of resources and services. All printed material is accessible directly from the shelves, while students can also use the computers in the library to access electronic sources on the Internet.

Although most students are already familiar with the Internet, the Librarian is available to assist Library users in finding the sources that interest them, as well as in selecting the most appropriate sources for their specific needs at any given time. It is almost certain that students who have mastered the correct research methodology not only graduate with

better grades but also impress their future employers with the professionalism that distinguishes the way they research and extract information.

The Library uses the D.D.C. (Dewey Decimal Classification System) to classify its material. The Library uses the AACR2 Anglo-American Cataloguing Rules system to catalogue its books.

The Library has books and scientific journals on subjects such as: Business Administration, Tourism, Marketing, Economics, Finance, Applied Languages and Translation, Psychology, Speech Therapy, Sociology, Political Science, Engineering, etc. Its opening hours are Monday-Friday 10:00-19:00.

When the academic year is over, the Library's opening hours vary significantly. A relevant announcement is posted in the Library and on the Notice Boards, while interested students can contact the Academic Registry of their programme of study for relevant information.

Who uses the library

- Academic staff.
- Undergraduate and postgraduate students of the U.L.E.
- Administrative staff.

Services provided

- Access to the Library's electronic catalogue and to data and information sources via the Internet.
- Use of the Internet and computers.
- Consulting services for students and academic staff regarding access to sources and available titles by subject area.
- Information to all interested parties about new publications and new additions to the U.L.E. library.
- Informing everyone about current legislation on copyright protection.

General Library Rules

- The good condition of the Library's material (printed, electronic, etc.) depends on its proper management.
- Lockers located in the Library may be used to store students' personal belongings.
- Access to the Internet is for educational and research purposes only. If all computers in the Library are occupied, each student is entitled to a maximum of one hour of use. It is forbidden to install programs or change computer settings.
- Eating and smoking is prohibited in the Library.
- Students must leave books on the tables, and the Librarian will place them on the shelves.

- Students must speak quietly and turn off their mobile phones while in the Library.
- **ATTENTION!** Users of the Library's services have the right to use the library and its services, while fully complying with the Library's Rules of Operation and the applicable legislation on intellectual property rights, as amended from time to time. It is strictly forbidden to photocopy entire books or issues/volumes of periodicals. Photocopiers may be used exclusively for the private use of the person making the photocopies. In the event of a violation of the above terms or any other form of abuse, serious penalties are imposed. The U.L.E. asks all its members (academic and research staff, administrative staff, students) to be aware of their responsibilities regarding intellectual property rights and to ensure proper compliance with the terms of the relevant legislation.

Loan Regulations

Access to and use of library services is strictly personal and cannot be transferred to third parties. The borrowing procedure depends on the type of material and the status of the user.

User rights regarding loan periods are as follows:

- Undergraduate students: Up to three books may be borrowed for a period of 3 days with the right to renew.
- Postgraduate students: May borrow four books for a period of 5 days without the right to renew.

Returns

Users are required to return books on the specified dates and in the condition in which they received them. Any item that has been borrowed may be recalled by library staff if there are serious reasons for doing so. Notification is made by telephone or e-mail.

Any library member who delays returning or renewing borrowed material on the specified date will be subject to the relevant penalties. Penalties include strict warnings and even a ban on borrowing for the rest of the academic year. Members who are in arrears with library materials are not entitled to borrow other items until they have returned the items they owe.

Damage

Any material removed from the library remains the personal responsibility of the member until it is returned. In case of loss or serious damage, the member must report the loss or damage to the staff. The member is obliged to replace the above item within thirty (30) calendar days.

All periodicals (current issues and bound volumes) are NOT available for loan. They may only be used in the reading room.

Informational material refers to any form of material (printed or electronic) that belongs to the category of dictionaries, encyclopedias, bibliographies, guides, manuals, etc. and is NOT available for loan.

Audiovisual material may only be borrowed by members of the academic staff for educational purposes.

Submitting a request

If a user needs a book that is already on loan, they can ask the library staff to reserve it so that they can borrow it immediately when it is returned. No more than two reservations can be made for each book by two different users.

8. Staff recruitment, training and evaluation procedures of the U.L.E.

8.1. Staffing and recruitment of human resources

With a view to continuously providing the U.L.E. with specialised and appropriately trained human resources, as well as creating a working environment that promotes the continuous development and professional advancement of employees, a unified and comprehensive Framework for Staffing and Recruitment Policy and Procedure is implemented. This framework establishes a systematic and transparent process for filling all administrative and academic staff positions, ensuring that each recruitment process is based on objective criteria, in line with the needs of the organisation and best practices in human resource management.

This Policy and Procedure clearly defines the steps that must be followed to fill each position, whether it is a replacement for an existing position or the creation of a new one. In this context, the Head of the position to be filled is responsible for initiating the recruitment process, as well as for its overall supervision and successful completion. This process is carried out in close cooperation with the Human Resources Department, which ensures the proper implementation of the policy and compliance with the approved procedures until the recruitment of the suitable candidate is completed.

The Human Resources Department evaluates each request and, after ensuring that the necessary approvals have been obtained, it works with the line manager to determine the following:

- **Job Description:** For existing positions, the existing Job Description is evaluated, carefully reviewed and revised where necessary to meet the current requirements and needs of the U.L.E. In the case of a new position, the corresponding Job

Description is formulated from scratch, taking into account the strategic priorities, operational needs and required responsibilities of the role.

- **Determination of the Desired Candidate Profile:** The required and desired characteristics of the candidate are clearly defined, including work experience, technical knowledge, academic qualifications, specialised knowledge and personal skills deemed necessary for the effective performance of the duties of the position.
- **Assessment of Internal Candidates through the Succession Process:** As part of the human resources development strategy, potential internal candidates who have been identified as suitable for the position are reviewed.
- **Determination of Job Posting Strategy:** An assessment is made and a decision is taken as to whether the vacancy will be posted exclusively internally, giving priority to U.L.E. employees, or whether a mixed or exclusively external selection process will be followed. This process is governed by the Vacancy Posting Policy, ensuring transparency and equal access to employment and development opportunities.
- **Selection of External Candidate Search Channels:** The appropriate channels for advertising the position are determined, depending on its nature, such as professional and social networks, job search websites, talent acquisition companies, networks and professional communities, as well as the activation of candidate search mechanisms through recommendations.
- **Setting a Timeline for the Recruitment Process:** The appropriate timeline for completing the recruitment process is set from the onset, which includes: the deadline for announcing the position, collecting and shortlisting CVs (initial screening), conducting interviews, submitting and accepting the offer of employment, and, finally, setting the date of recruitment of the successful candidate.

Based on the above, the Human Resources Department proceeds with the planning and coordination of the relevant agreed actions.

8.1.1. Academic Staff

Procedure for the Recruitment of Academic Staff

At the U.L.E., the recruitment of academic staff is a process of strategic importance, based on the principle of selecting the most suitable candidate, with the aim of providing high-quality education and research. In this context, a comprehensive and structured Staffing & Recruitment Policy and Procedure is implemented, ensuring transparency, consistency and commitment to academic excellence.

The recruitment process concerns both the replacement of existing positions and the filling of new ones, taking into account the development needs of the U.L.E. The basic

principles governing the process include meritocracy, the scientific competence of candidates, their adaptation to the academic environment and their ability to contribute substantially to the educational and research mission of the U.L.E.

I. Initiation of the Process and Preparation of the Job Announcement

The need to fill a teaching position is identified and recommended by the Programme Director to the Department Chair. Following approval by the Dean of the School, the Human Resources Department, in collaboration with the relevant Department of the School, initiates the recruitment process, which includes the following stages:

- **Definition of the Job Description**, including academic and professional requirements as specified by the Department, as well as the exact subject area of the position.
- **Determination of the desired candidate profile**, with reference to the formal qualifications, teaching, professional and research experience required for the respective rank.
- **Defining a candidate search strategy**, including the channels for publicising the announcement (the U.L.E. website, professional networks, scientific communities, specialised recruitment agencies).
- **Recruitment process timeline**, which includes clear milestones for the collection and evaluation of CVs, the conduct of interviews, the selection of the most suitable candidate and the completion of the recruitment process.

II. Evaluation and Selection of Candidates

The evaluation process includes the following stages:

1. **Initial evaluation of applications:** The Programme Manager and the Department Chair review the applications to ensure that candidates meet the minimum requirements.
2. **Interviews with candidates:** Selected candidates are invited to interviews, which are conducted by the Programme Head, the Department Chair and the Human Resources Department.
3. **Second interview and teaching simulation (Demo Teaching):** Candidates who qualify from the first interview are further evaluated through a structured teaching process (Demo Teaching), in the presence of the Dean of the School and the Deputy Director of Academic Affairs.
4. **Final approval and recruitment process:** The Vice-Rector for Academic Affairs makes the final internal decision on recruitment, and the file of the most suitable candidate **is sent to the parent university for final approval of recruitment.**

III. Basic Criteria for Evaluating Candidates

The selection of academic staff members is based on the following criteria:

- **Academic qualifications and scientific competence:** Doctorate (where required), publications, participation in research programmes.
- **Teaching experience and pedagogical skills:** Previous teaching experience, teaching evaluations, participation in educational innovations.
- **Research activity:** Authoring scientific papers, participation in international conferences, research projects and collaborations.
- **Professional experience:** Relevant professional activity in the field of specialisation.
- **Alignment with the culture and values of the U.L.E.:** Ability to collaborate, adaptability, commitment to the academic mission.

IV. Publication of Positions and Candidate Recruitment Strategies

Candidates are sought through:

- **Advertisements** on the U.L.E. websites, scientific and professional networks.
- **Activating academic networks** to attract high-quality candidates.
- **Collaboration with specialised recruitment agencies.**
- **Targeted talent search** in research and academic communities.

The recruitment process for academic staff at the U.L.E. follows strict standards of transparency, meritocracy and academic excellence. Candidates are selected through a multi-level evaluation process, ensuring that each new member of the academic community has the necessary qualifications, experience and willingness to contribute to the development of the U.L.E. and its students.

The **role of the parent university** is particularly important, as it has the **final responsibility for approving any recruitment**, ensuring that new members of the academic staff are aligned with international academic standards and the mission of the U.L.E. This process guarantees that the academic environment of the U.L.E. is constantly strengthened by high-level scientists and educators who contribute significantly to its educational and research mission.

8.1.2. Administrative and Technical Staff

Administrative and Technical Staff Recruitment Process

As a modern academic organisation, the U.L.E. places particular emphasis on the organisation of its human resources, developing a comprehensive system for the recruitment, evaluation and development of its staff. The administrative and technical staff of the U.L.E. are employed in various departments and have the required academic qualifications, in accordance with the specifications and requirements of each administrative and technical role. The staff of the U.L.E. is credited with high specialisation and excellence, ensuring the continuous support of the academic and operational processes of the U.L.E.

The strategic goal of the U.L.E. is to attract, develop and retain a well-trained workforce that has not only strong academic qualifications but also specialised skills. The composition of the staff has been designed to contribute effectively to the implementation of the U.L.E.'s strategy, the achievement of sustainability and excellence goals, as well as the continuous development of services provided to students, academic staff and the wider academic community.

Search for External and Internal Candidates (Administrative and Technical Positions): Process and Approach Strategies

The search for candidates to fill administrative and technical positions at the U.L.E. is a strategic process aimed at ensuring the selection of the most suitable human resources to contribute to the development of the U.L.E. This process includes both external recruitment, through job advertisements and cooperation networks, and internal mobility, where existing staff who meet the requirements of the position in question is used.

For each position that is decided to be filled through an external process, the Human Resources Department works with the Head of the position to evaluate the available sources of candidate recruitment and design a comprehensive staff selection strategy.

Alternative approaches include:

1. Publishing advertisements through official communication channels (the U.L.E. website, professional networks, job search platforms).
2. Activating existing partnerships and networks (universities, professional associations, alumni associations).
3. Outsourcing the process to specialised recruitment agencies, in cases where a specialised profile is required or the position is considered particularly demanding.
4. Personalised search and approach of candidates through targeted research in the labour market.

At the same time, the U.L.E. places particular emphasis on the utilisation of internal candidates, enhancing the professional advancement and development of the organisation's human resources.

External Candidate Search Process

I. Publication of Advertisement

When it is decided to publish an advertisement to fill a position, the Human Resources Department prepares the content of the advertisement based on the official Job Description. The text is shared with the Head of the position for confirmation to ensure that the requirements are clear.

The advertisement is published via the special ATS (Applicant Tracking System) platform available to the U.L.E. and is promoted through selected communication channels, such as:

- The U.L.E. website
- Job search platforms (LinkedIn, Glassdoor, Indeed, etc.).
- Professional and scientific communities, depending on the position.
- Local or international networks if the position requires a specialised search for candidates.

The advertisement remains active for a period of 1 to 2 weeks and does not exceed 1 month, in order to ensure that the position is filled in a timely manner.

II. Activation of the Organisation's Networks

The use of the existing cooperation networks of the U.L.E. can significantly speed up the process of finding candidates. The U.L.E. has an extensive network of partners (universities, research institutes, professional associations, university alumni associations) which can be used as a means of promoting job advertisements or targeted candidate searches.

The Human Resources Department and the Head of the position work closely together to identify the appropriate networks in order to ensure that the job announcement reaches the right target audience.

III. Assigning the Candidate Search Project to a Consulting Firm

In cases where finding suitable candidates is particularly challenging – either due to the specialised nature of the role or time constraints – the process may be outsourced to an external recruitment agency.

This assignment applies to cases where:

- The number of candidates available on the market is limited.
- The position requires specialised skills and experience.
- Finding staff is extremely competitive in a particular industry.

The consulting firm undertakes the search process, providing the organisation with a list of recommended candidates, who are evaluated internally by the Head of the position and the Human Resources Department before the recruitment process proceeds.

IV. Specialised Talent Search and Mapping

When it is necessary to attract specialised professionals, the Human Resources Department can implement a targeted search for candidates (Talent Mapping) through:

- Approaching professionals working in similar positions.
- Mapping executives who have the required profile.
- Making contacts through conferences, scientific events and networking events.

This approach is particularly useful for senior management positions or specialised technical positions, where a targeted approach to candidates who may not be actively seeking employment is required.

Internal Candidate Search Process

The process of recruiting internal candidates at the U.L.E. is a key pillar of the organisation's development strategy, ensuring the continuous utilisation and strengthening of human resources. This approach allows for the rational allocation of available resources, the cultivation of a culture of professional development, and the strengthening of institutional continuity.

The head of each position, in collaboration with the Human Resources Department, assesses whether the position can be filled by existing staff and decides between the following alternatives:

1. Direct assignment of the position, provided that the recruitment strategy and the evaluation of the available personnel indicate the existence of a suitable candidate within the U.L.E.
2. Creation of an internal advertisement through the "Career Opportunities" communication channel, allowing all eligible employees to express their interest.

I. Search for Candidates through Internal Job Postings

In order to promote internal mobility, the U.L.E. applies a uniform Open Job Posting Policy, encouraging continuous staff development and equal access to career opportunities. This policy aims to:

- Establish a clear framework for the internal posting of available job vacancies.
- Analyse the posting stages and eligibility criteria for candidates.
- Explain the application and evaluation process for interested parties.
- Ensure transparency and objectivity in the selection of internal candidates.

This policy applies horizontally across all structures of the organisation, without geographical restrictions, and applies to all employees regardless of their employment status.

II. Eligibility Criteria for Internal Candidacy

- Employees with permanent contracts must have completed at least two (2) years of continuous employment at the U.L.E.
- Employees with fixed-term contracts must have completed one (1) year of continuous service in their current position.
- Candidates must have satisfactory performance in their role, with no active disciplinary sanctions.
- Candidates must meet the prerequisite qualifications (academic, professional, experience) for the position to be filled.

III. Criteria for the Internal Opening of a Position

A position is advertised internally when:

- There is a clear number of potential candidates within the U.L.E.
- The position offers significant opportunities for professional development.
- It enhances transparency and equal treatment of employees, promoting the successful development of executives.

Conversely, a position is not advertised internally when:

- It belongs to senior management, where there is a predetermined succession plan.
- It is part of a broader organisational restructuring, where internal transfers have already been planned.

IV. Candidate Submission and Evaluation Process

Internal positions are posted on the organisation's Career Opportunities Portal, while in special cases they are also published on external platforms.

Application Steps:

1. Inform your immediate supervisor.

2. Submit your application through the designated communication channel, accompanied by:
 - An updated CV.
 - A cover letter describing the candidate's interest and suitability for the position.

Selection and Interview Process:

- The Human Resources Department evaluates the CVs and, in collaboration with the Head of the position, draws up a short list of candidates.
- Candidates undergo an initial interview, which may be conducted by the Human Resources Department and/or the Head of the position.
- The most promising candidates proceed to a second interview with the Department Manager and executives from the Human Resources Department.
- For positions requiring specialised skills, additional assessment tools may be used.

V. Job Offer and Completion of the Process

For administrative and technical positions, the Human Resources Department evaluates the candidates' current remuneration package and formulates a proposal, which is communicated to the selected candidate. This strategic approach to the search and selection of internal candidates contributes to enhancing transparency, developing talent within the organisation and continuously improving the operational efficiency of the U.L.E.

8.2. Staff Evaluation, Development and Advancement Policy

The U.L.E. is committed to the continuous evaluation, development, and training of its human resources, which form the basis for achieving its strategic objectives. Through a combined approach to evaluation and training, the U.L.E. ensures excellence and quality in its academic, administrative and research functions. Below is a detailed description of the policies, procedures and tools that are implemented, laying the foundations for continuous improvement and professional development in accordance with international standards.

8.2.1.

The evaluation of the performance of **the academic staff** of the U.L.E. and the effectiveness of teaching is vital for providing a result-oriented, effective learning environment that fulfils our mission.

The evaluation of the academic staff is based on multiple sources and tools to ensure objectivity and continuous monitoring of the Quality System standards.

It includes evaluation by students (anonymous) per semester, by the Programme Leader (annually) and self-evaluation by professors (annually). At the same time, it is reinforced by Peer Review, which focuses on teaching methods, strategies and materials. The evaluation is discussed with the academic staff at the end of the academic year and is accompanied by the announcement of action plans for proposed improvements and further staff development.

I. Criteria for Evaluating the Effectiveness of Academic Staff

The criteria for evaluating the effectiveness include, but are not limited to, the following:

- Overall quality of the learning experience provided to students.
- Effectiveness in promoting students' thinking and learning abilities.
- Organisation of courses and teaching materials.
- Quality of teaching and classroom presence.
- Responsiveness and support to students.
- Guidance and academic counselling.
- Research and scientific productivity.
- Teamwork and collectivity.

II. Methods of Evaluating the Academic Staff

Such evaluation is pivotal for ensuring the quality of teaching, scientific activity and the overall contribution of the academic staff to the academic community. The evaluation process is based on clear criteria, structured methods and standardised forms, ensuring transparency, fair treatment and the continuous development of our academic staff.

III. Teaching Evaluation by Programme Head:

Teaching evaluations are conducted at least once a year, while for new teachers, evaluations may be conducted once per quarter during their first year of service. The process includes evaluation by the Head of Studies.

After the evaluation is done:

- The observer provides the instructor with a written report, using the Teaching Evaluation Form, summarising the comments.
- The teacher and the observer meet to discuss strengths and areas for improvement.

- The observer drafts a final statement with the agreed conclusions and recommendations for strengthening teaching.

IV. Teaching Evaluation by Students:

Teaching is evaluated by the student community through anonymous online questionnaires completed each semester.

- Students evaluate their learning experience, the performance of the instructors, and the quality of the educational content.
- The results of these evaluations are sent to the academic staff and the Heads of Study Programmes, who take them into account for corrective interventions and for the overall annual evaluation of the academic staff.

V. Evaluation of Research and Publications:

Scientific research and publications are vital factors for the development of the U.L.E. As part of the annual evaluation:

- The Head of Study Programmes examines the productivity of the academic staff in terms of research and publications.
- This evaluation aims to ensure that teachers enhance knowledge and contribute to the academic progress of the organisation.

VI. Evaluation of the Overall Service of the Academic Staff:

The evaluation of the overall service provided is an integral part of the annual evaluation process. This process aims to ensure the quality of teaching, scientific output and the overall contribution of the academic staff, both within the U.L.E. and in the professional communities with which it collaborates.

Evaluation Content:

The evaluation includes an overall assessment of the work and performance of each member of the academic staff. This assessment covers the following key areas:

- **Teaching effectiveness:** This includes the quality of teaching and the connection of educational content to the needs of students.
- **Professionalism and accuracy:** Meeting deadlines and consistency in the fulfilment of academic and administrative obligations.
- **Scientific activity:** This includes publications, research projects and other scientific initiatives.
- **Development of new courses:** The design and development of innovative courses or educational programmes.

- **Updating educational material:** Continuously updating educational material to adapt to current requirements and developments.
- **Participation in new initiatives:** Involvement in new activities that contribute to the development of the Organisation or the wider academic community.

Evaluation Process:

The evaluation process is structured in clear and transparent steps, ensuring accuracy and objectivity in the evaluation of the academic staff performance:

1. **Completion of the Self-Assessment Form:** Academic staff members complete the self-assessment form, which includes appendices documenting their scientific and educational activities. The self-assessment allows the employee to record their contribution to the U.L.E., while providing the necessary information for the overall evaluation.
2. **Review and Completion by the Head of Study Programmes:** The Head of Study Programmes reviews the self-assessment form and completes the appropriate section, evaluating the employee's performance based on the criteria set.
3. **Alignment of Evaluations and Approval by the Deputy Director of Academic Affairs:** The Head of Study Programmes coordinates and aligns the evaluations of all members of his team with the Deputy Director of Academic Affairs. This process ensures consistency in evaluations and alignment with the strategic objectives of the U.L.E.
4. **Feedback Meetings:** The Head of Study Programmes meets with each member of the academic staff to discuss overall performance, evaluation findings, and recommendations for further development.
5. **Final Evaluation Entry:** Final evaluations are entered by the Academic Registry and communicated to the Human Resources Department, while they are sent electronically to the academic staff members.

Continuous Feedback and Improvement:

In addition to the annual evaluation, regular progress evaluations and feedback meetings are held at least once every three months. These reinforce a culture of immediate feedback and promote the continuous development and professional growth of academic staff members.

The overall evaluation of academic staff plays a central role in ensuring the quality and effectiveness of academic and educational functions. The benefits of the process include:

1. **Ensuring Teaching Quality and Academic Excellence:** The evaluation process ensures that the academic staff meets the highest standards of quality in teaching and academic research. Through systematic performance monitoring, educational services are provided that are consistent with student requirements and developments in the field of knowledge.
2. **Enhancing Transparency and Trust:** Adherence to transparent and fair evaluation criteria enhances trust in the process, both on the part of staff and management. Open communication and objective evaluation create a climate of cooperation and mutual understanding, which contributes to maintaining a healthy working environment.
3. **Promotion of Professional Development and Continuous Improvement:** Evaluation identifies areas for improvement and provides opportunities for developing skills and knowledge. This allows teachers to adapt to the evolving needs of education and to continuously improve their teaching and research methods.

The implementation of this process contributes significantly to the strategic direction of the U.L.E., strengthening its ability to respond to the contemporary demands of higher education. At the same time, it consolidates its position as an institution that promotes academic and scientific excellence, providing an environment that enhances teaching, research and the overall educational experience.

8.2.2. Academic Staff Development Process

I. Application and Evaluation Process

The development process is activated annually by the Vice-Rector for Academic Affairs, who coordinates, in collaboration with the Quality and Academic Standards Committee, the evaluation of candidates for promotion or classification to a higher teaching rank. This Committee has an advisory role and contributes to the formation of a unified framework for the development of academic staff of the U.L.E.

Recommendations for promotion are submitted by the Vice-Rector for Academic Affairs through a centrally structured process.

Based on the findings of the evaluation mentioned above, each application must be accompanied by documented evidence concerning:

- Teaching effectiveness

- Participation in research and scientific activities
- Overall academic and professional performance
- Administrative and organisational contribution to the U.L.E.

To be eligible for promotion, candidates must meet the following criteria:

- To have demonstrated exceptional performance in their current role
- To meet the requirements for the higher rank
- To have formally expressed interest through a relevant request
- To have significant potential for future development
- To have contributed substantially to the progress of the U.L.E. and its academic programmes

II. Evaluation Criteria for the Advancement of Academic Staff

The promotion decision is based on a multidimensional evaluation, which focuses on the following key areas:

- **Teaching:** Student evaluations, teaching evaluations by peers or supervisory bodies
- **Research and Creative Work:** Scientific publications and peer-reviewed conferences, authoring books and research chapters
- **Contribution to the U.L.E. and the Academic Community:** Administrative work and participation in committees, participation in scientific and professional networks

After completion of the evaluation process, the Vice-Rector for Academic Affairs forwards the final proposals to the Rector, the Chief Executive Officer and the Director of Human Resources. The final approval of promotions takes into account both the annual budget and the strategic priorities of the U.L.E. Finally, the file of the candidate for promotion **is sent to the parent university for final approval of the promotion.**

All approved promotions take effect at the beginning of the following academic year. The non-promotion of a member of the academic staff does not necessarily indicate poor performance but may be related to strategic or organisational factors.

III. Role of the Quality and Academic Standards Committee

The Quality and Academic Standards Committee is one of the most important bodies in managing the quality of the academic process and ensuring high educational standards in the development of the academic staff of the U.L.E. Its role is part of a series of decisive steps to strengthen academic excellence and ensure a transparent and reliable

evaluation of academic staff. In this context, its responsibilities can be further analysed as follows:

1. **Development of academic standards:** The Committee, in constant cooperation and alignment with the Human Resources Department, lays the foundations for the academic development of the academic staff by establishing clear and understandable standards linked to the recognition of their contribution to the university environment. These standards do not only concern the quality of courses and teaching, but extend to areas such as research, participation in academic conferences and contribution to the dissemination of science. The aim is to enhance the continuous development of academic staff and recognise their value in the academic ecosystem.
2. **Establishment of evaluation criteria and promotion procedures:** The Committee, in collaboration with the Human Resources Department, establishes the criteria and procedures for evaluating academic staff and considering promotion opportunities. This includes the development and implementation of clear and objective evaluation methods that take into account the quality of teaching, academic research, participation in academic activities, and successful collaboration with colleagues and students. These procedures ensure the fair and credible advancement of academic staff.
3. **Coordination of the annual evaluation process:** Each year, the Committee, in collaboration with the Vice-Rector for Academic Affairs and the Human Resources Department, undertakes the coordinated management of the academic staff evaluation process. This process involves collecting data on faculty performance, providing feedback, and ensuring that evaluations are conducted transparently and objectively. The aim is to continuously improve the quality of teaching and academic support for students, while the Committee ensures that the requirements for promotions are consistent and objective.

8.2.3. Evaluation of Administrative Staff at the U.L.E.: Framework and Procedure

The evaluation of administrative staff is a critical tool for ensuring the effective operation of the U.L.E. and enhancing the professional development and satisfaction of employees. Through transparent and fair criteria, the evaluation process ensures that the professional aspirations of staff are aligned with the strategic priorities of the U.L.E. and are strengthening the organisational culture of continuous improvement and development.

Evaluation Process Framework

The evaluation process consists of **five** clearly defined stages, which ensure that employees receive adequate feedback and support for their continuous development:

I. Setting Goals and Performance Criteria:

On an annual basis, employees and supervisors work together to set clear goals and priorities that are aligned with the strategic plan of the U.L.E. This process ensures transparency and clarity regarding expectations, while strengthening employees' personal commitment to achieving common goals.

II. Performance Evaluation:

The evaluation is based on objective criteria related to the employee's role, such as:

- Meeting deadlines; quality of work and results that reflect key performance indicators.
- Taking initiatives for the continuous improvement of work processes.
- Problem-solving skills and resource management ability.
- Implementation of development, training and skills enhancement actions.
- Serving and satisfying students, ensuring a positive student experience.
- Strengthening teamwork and achieving high team results.

III. Feedback:

Regular feedback from supervisors is a fundamental part of the process. It focuses on both strengths and areas for improvement, promoting continuous staff development.

- **Positive Feedback:** Focuses on the employee's successes and strengths, encouraging continued good performance.
- **Developmental Feedback:** Provides guidance for improvement in areas that need strengthening, offering specific and actionable suggestions.

IV. Final Evaluation:

The process concludes with a formal discussion between the employee and the manager, during which:

- The employee's overall performance is reviewed.
- Progress towards achieving goals is evaluated.
- Future goals and development actions are set.

V. Creation of an Individual Development Plan:

The individual development plan is a collaborative process that identifies the actions needed to strengthen the employee's skills and knowledge. This process, which takes place once a year, focuses on 2-3 main areas of development and includes specific actions and timelines.

These actions may include:

- On-the-job training or face-to-face seminars.
- Participation in important initiatives or projects that enhance knowledge and experience.
- Coaching by experienced professionals or mentors.

The development plan enhances targeted skills development and alignment with the strategic objectives of the U.L.E.

VI. Assessment Tools

The evaluation process at the U.L.E. is supported by a series of specialised tools that ensure transparency, objectivity and accuracy in performance measurement. These tools include:

- **Performance Evaluation System**

The evaluation system is based on the use of standards and electronic tools that enable recording, measurement and analysis of staff performance. These tools provide the ability to monitor progress, compare against predefined criteria, and identify areas for further development.

- **Key Performance Indicators (KPIs)**

The performance indicators used in the evaluation process are specific and measurable, providing a clear picture of the effectiveness and quality of the services provided. Indicative indicators include satisfaction with the services provided, achievement of objectives within the specified deadlines, and efficiency in operational processes. These indicators enhance strategic monitoring and targeted decision-making.

- **Questionnaires and Interviews**

Collecting data through questionnaires and interviews from the student community and staff members is an integral part of the process. The questions focus on evaluating the experience, quality of services, and satisfaction with the services provided by the U.L.E. The data collected provides valuable information for the formulation of improvement actions and the development of strategies that enhance the overall experience.

8.2.4. Human Resources Development and Training

A continuous and comprehensive approach to professional development is a cornerstone for strengthening employees' skills, improving their performance and their adaptability to the ever-evolving demands of the modern professional environment. Through a well-designed framework of activities, the organisation seeks to promote the personal and professional development of its members, aligning their development with its strategic objectives.

8.2.5. Key Professional Development Activities

- 1. Education and Training:** Employees participate in periodic seminars, workshops, and online courses designed to meet the current needs of the educational and administrative community. These educational programmes are adapted to developments in the field and provide innovative knowledge and skills.
- 2. On-the-Job Training and Special Assignments:** Practical training takes place during the performance of daily tasks, often under the guidance of a more experienced colleague or supervisor. This method combines theoretical knowledge with direct application, enhancing the experience and practical skills required to perform professional duties.
- 3. Professional Guidance and Counselling:** Guidance from experienced professionals contributes to the development of employees within the U.L.E. Through personal support, employees gain the knowledge, guidance and confidence necessary for their professional advancement.
- 4. Skills Certification:** the U.L.E. supports staff participation in certified programmes, promoting the acquisition of recognised qualifications and continuous professional recognition. This enhances the competitiveness of employees and strengthens its human resources.
- 5. Research and Innovation Support:** the U.L.E. provides funding, resources and support to strengthen research activity. Participation in national and international research networks promotes innovation and connection with the scientific community, enhancing its reputation and effectiveness.
- 6. Networking:** Developing relationships with other professionals in the field creates new opportunities and enhances knowledge. The U.L.E. supports the participation of academic and administrative staff in events, conferences and professional fora, and supports cooperation and the exchange of experiences among members of the community.

8.2.6. Induction and Integration of New Members

The integration of new employees or the adaptation of existing employees to new roles is a critical process for ensuring the smooth operation of the organisation and their immediate contribution to the achievement of its objectives. The structured induction programme includes a set of strategic actions aimed at supporting employees, helping them understand the values, functioning and objectives of the organisation. At the same time, it seeks to familiarise them with the work environment and develop the skills required for success in their role.

Elements of the New Employee Onboarding Process

1. Introductory Training

Basic information is provided about the U.L.E., its regulations, policies, structure and culture.

- **Objective:** To form a complete picture of how the U.L.E. operates and the values that govern it.
- **Benefits:** It helps new employees familiarise themselves with the environment and develop a clear understanding of their position.

2. Guidance and Support

A mentor is appointed to guide and support the new employee.

- **Role of the mentor:** To provide information about the requirements of the position and facilitate the transition to the new environment.
- **Strategic importance:** It boosts the employee's confidence and ability to adapt quickly to the demands of the role.

3. Developing Knowledge of the Department and the Role

The new employee is trained by their supervisor or an experienced colleague on the functioning of the department and the specific tasks of their role.

- **Advantages:** They gain an in-depth understanding of the processes and requirements, which reduces the adjustment period.

4. Training in Tools and Procedures

This includes training in the technological tools, platforms, and internal procedures necessary to perform daily tasks.

- **Purpose:** To enhance technological competence and autonomy at work.

5. Social Integration

The team, colleagues and senior management are introduced.

- **Objective:** To strengthen the sense of belonging and create an environment that promotes collaboration and positive communication.

Objectives and Benefits of the Integration Process

The Integration programme aims to:

1. **Facilitate the integration of new employees:** New employees feel welcome, understand the requirements of their position and successfully integrate into the corporate culture.
2. **Improve performance:** Through targeted training and support, employees acquire the necessary knowledge and skills, enhancing their efficiency and effectiveness.
3. **Strengthening commitment and long-term cooperation:** Successful integration reduces the stress of adaptation and enhances the positive experience, increasing the chances of long-term professional cooperation.

Adapting to New Roles

For employees taking on new roles, the integration programme focuses on:

- Training on the procedures and operations of the new department.
- Integration into the new team to ensure immediate efficiency and effective collaboration.

The structured approach to the Onboarding process is a cornerstone of the U.L.E.'s success, creating an environment that promotes smooth transition, productivity, and talent retention.

8.2.7. Academic Staff Training

The training of academic staff is one of the key pillars of the U.L.E.'s development strategy, ensuring academic excellence and continuous improvement in the quality of teaching. The Teaching & Learning Committee, as a fundamental pillar of this approach, is responsible for designing, monitoring and supporting the training of academic staff, tailored to the needs of the organisation.

Role of the Teaching & Learning Committee

The Teaching & Learning Committee plays a central role in developing and implementing policies related to learning and teaching in order to:

- **Monitor:** Academic development, standards and quality of learning and teaching.
- **Advise:** On the development and implementation of strategies and policies that enhance teaching and the educational experience.

The training of academic staff is tailored to the needs of each course, each member of the teaching team and each phase of the academic year, representing a significant investment in the organisation's human resources.

Key Training Moments

1. Start of the Academic Year: Integration and Adaptation of New Members

At the beginning of each academic year, a comprehensive introductory training programme is implemented, with the aim of helping new and existing teachers adapt to the requirements of the U.L.E.

Topics:

- Policies and procedures of the U.L.E. and the parent university.
- Teaching methods and infrastructure.
- Tools and methods of using the equipment.

Result: A thorough understanding of the needs and functioning of the organisation is ensured, while the confidence of the teaching team members is strengthened.

2. Training Seminars Throughout the Academic Year

A series of educational activities is organised by senior academic executives of the U.L.E., members of the Quality Assurance Department and collaborating bodies.

Topics:

- Course and assignment design.
- Aligning learning outcomes with the level of studies.
- Development of course guides.
- Principles of grading and student feedback.

Methods: Experiential exercises and workshops that facilitate the practical application of teaching skills.

3. Centre for Teaching, Research and Technology (CiRT)

It offers specialised training programmes to supervisors of undergraduate and postgraduate theses, as well as to all academic staff.

Seminar content:

- Research methodology.
- Quantitative and qualitative data analysis.
- Use of specialised software (SPSS, NVivo).
- Participation in European programmes and research collaborations.
- Innovation and development of research skills.

Strategic Importance of Academic Staff Training

Investing in academic staff training offers multiple benefits to the organisation, such as:

- Enhanced teaching: it promotes higher standards of quality in learning and teaching.
- Academic excellence: it strengthens the research and teaching capacity of staff.
- Talent retention and development: it creates an environment for professional development, strengthening the commitment of academics.

The training and support provided on an ongoing basis by the U.L.E. and its partners ensures that academic staff remain competitive, skilled and ready to meet the challenges of the modern academic environment.

8.2.8. Staff Development Academy

The U.L.E. Staff Development Academy is a strategically important educational and developmental institute dedicated to continuous education, training and retraining of academic and administrative staff. Operating as the central internal training centre of the U.L.E., the Academy embodies the philosophy of continuous professional development and adapts the organisation's strategic priorities to the training needs of its executives. The primary purpose of the Academy is to "translate" the U.L.E.'s strategy into specific educational initiatives, contributing to the enhancement of the overall functionality, quality and efficiency of the U.L.E.

Strategic Function and Objectives

The operation of the Staff Development Academy is based on a combination of individual development and team strengthening, with the aim of ensuring the exemplary organisation and operation of the U.L.E. The main pillars of its mission include:

1. Investment in Continuous Training and Development of Executives

- The goal is to strengthen the understanding of the mission and values of the U.L.E., promoting a culture of service and excellence.
- Through open and continuous training, the Academy seeks to support the steady professional development and integration of executives into the strategic directions of the U.L.E.

2. Standardisation of Training and Creation of Personalised Learning Paths

- The Academy develops training standards for employees, offering personalised learning paths that meet the requirements of each job and the unique needs of executives.
- **Quality Standardisation:** The provision of high-quality services by the U.L.E. is ensured, enhancing consistency and equality.

3. Utilisation and Dissemination of Technical Knowledge through Internal Consultants

- The transfer of knowledge from experienced executives to new employees through mentoring programmes enhances the collective know-how of the U.L.E.
- Advisors and Knowledge Ambassadors play a central role in disseminating best practices, while also providing professional development opportunities for executives.
- Result: The creation of diverse and effective teams that strengthen the long-term development of the U.L.E.

Strategic Importance of the Academy

The Staff Development Academy contributes significantly to the creation of a modern, innovative working environment, where the knowledge and skills of executives are constantly developing.

Key benefits include:

- **Increased efficiency:** Through standardised and personalised training, employees are better prepared to meet the demands of their position.
- **Improved service quality:** Ensures the provision of high-quality services that are competitive in today's educational challenges.
- **Talent retention and enhanced professional commitment:** Continuous training and professional development opportunities enhance employee confidence and commitment.
- **Promoting innovation:** Through the dissemination of know-how and collaborative actions, the U.L.E. maintains a high level of competitiveness and innovation.

The **Staff Development Academy** is a cornerstone of the U.L.E.'s strategy, contributing to the creation of a U.L.E. that is constantly evolving and adapting to the new demands of an academic and professional environment.

8.3. Academic Staff Classification

The classification of academic staff is determined on the basis of their academic qualifications, the evaluation of their academic and professional experience, their performance, academic activity, potential for development and overall contribution to the U.L.E.

The approval process and the cooperation agreement between the U.L.E. and the parent university are fundamental factors in ensuring the high quality of the education provided. Continuous monitoring, the approval of academic staff, regular visits by academic staff and strict enforcement of academic regulations ensure that the educational work of the U.L.E. meets international academic standards. The role of the parent university is crucial, as it not only provides academic guidance and supervision, but also has the final responsibility for approving teaching appointments, overseeing the quality of teaching and implementing educational policies. This process enhances the credibility of the U.L.E. and ensures that graduates obtain a highly prestigious degree recognised by the global academic community.

In general, the following classifications apply to academic staff:

Position	Required Qualifications, Academic Experience and Activity
Professor	- Academic or Professional Doctorate (Ph.D. or Prof.D.) 10+ years of full-time teaching experience and/or 10+ years of relevant professional experience and/or 10+ years of relevant research experience - Scientific activity as evidenced by publications of books, journal articles, case studies and other professional works
Associate Professor	- Academic or professional doctoral degree (Ph.D. or Prof.D.) 5+ years of full-time teaching experience and/or 5+ years of relevant professional experience and/or 5+ years of relevant research experience - Scientific activity as evidenced by publications of books, journal articles, case studies and other professional work

Assistant Professor	• Academic or professional doctoral degree (Ph.D. or Prof.D.) <i>(For doctoral candidates, all coursework must have been completed, and the dissertation must be pending completion)</i> • Sufficient teaching experience to demonstrate competence or extensive and comparable professional experience (e.g., conducting seminars) • Scientific or creative activity as evidenced by publications of books, journals, articles, case studies, policy papers and other scientific or creative work
Scientific Associate	Trainer • Full-time or part-time • Master's degree and • Sufficient teaching experience Visiting Professor • Part-time • Master's Degree • 10+ years of recognised professional experience in a relevant field
Researcher	• Academic research position intended for members of the academic staff. • Proven experience of publishing in scientific journals of recognised standing. • May work either as an independent researcher or in collaboration with a research team. • The position of Researcher usually requires a PhD or equivalent work experience in industry or research centres. • Researchers may also take on some teaching responsibilities on a case-by-case basis

Visiting lecturers from the parent university

The exchange of academic knowledge and teaching experience is a fundamental pillar of cooperation between the U.L.E. and the parent university. In this context, the presence of visiting lecturers contributes significantly to enhancing academic quality, broadening research and teaching perspectives, and internationalising the educational

environment. At the same time, their active participation allows the parent university to exercise direct supervision and provide scientific guidance, ensuring that the educational work provided is in line with the high academic standards they set.

- **Lectures and Seminars:** Renowned professors from the parent university are invited to teach specialised subjects, share best practices and enrich the content of the courses with contemporary scientific approaches.
- **Research Supervision:** Visiting lecturers supervise research projects and dissertations, strengthening the link between education and the latest developments in science and research.
- **Academic Collaborations:** The presence of visiting lecturers strengthens interdisciplinary and inter-university collaboration, opening new avenues for joint research projects, student exchanges and double degree programmes.
- **Ensuring Academic Continuity:** Visiting lecturers create a flexible and dynamic academic environment in which teaching and research remain adapted to international developments and requirements.

8.4. Description of Full-Time Academic staff Duties

Full-time professors are expected to teach up to eight courses per year and maintain regular office hours. In some cases, they may be asked to take on additional courses or, conversely, have their teaching load reduced. Course assignments will be based on individual contracts and will take into account the need for flexibility in teaching obligations.

Part of the undergraduate teaching is expected to be case study and/or project-oriented, with a strong emphasis on group work and presentations. Professors will only supervise guided studies in their areas of expertise, with the number of these assignments usually limited to four per year.

9. Academic Regulations

9.1. Academic Staff Rights

The academic staff of the U.L.E. is a key pillar of the academic community, contributing decisively to the formation of the educational and research identity of the U.L.E. In this context, academic staff enjoy specific rights that ensure academic freedom, professional development and the smooth exercise of their teaching and research work.

I. Academic Freedom and Autonomy

The academic staff of the U.L.E. has the right to carry out its educational and research work with academic freedom, shaping the content of its teaching and research in accordance with international academic standards. This freedom includes the choice of teaching methodologies, the development of teaching materials and participation in research activities without external interference, provided that this complies with the general educational principles of the U.L.E.

II. Access to Infrastructure and Resources

Academic staff members have the right to access the necessary academic and technological infrastructure of the U.L.E. in order to perform their duties without hindrance. This includes the use of university libraries, electronic databases, laboratories and information systems, as well as support for the integration of new technologies into teaching and research.

III. Participation in Establishing Academic Policies

Academic staff have the right to participate in decision-making processes concerning the development and improvement of curricula, educational policies and research activities. This participation is achieved through the collective bodies of the U.L.E., such as curriculum committees, academic committees and research groups.

IV. Research Support and Participation in Scientific Activities

Academic staff members have the right to conduct research and participate in scientific initiatives, both nationally and internationally. The U.L.E. actively supports research activities by providing funding, facilitating participation in research programmes and promoting collaborations with other academic and research institutions. In addition, staff have the right to participate in scientific conferences, publish research articles and contribute to the advancement of knowledge in their field.

V. Professional Development and Continuing Education

Academic staff have the right to access professional development opportunities, which include training seminars, educational programmes and continuing education activities. The U.L.E. encourages the continuous improvement of the teaching and research skills of professors by offering training programmes and support for their advancement to higher academic ranks.

VI. Fair Treatment and Academic Transparency

Academic staff have the right to fair treatment in all academic and administrative procedures, including recruitment, evaluation and promotion procedures. The U.L.E. implements policies of academic transparency and accountability, ensuring that each member of the academic staff is evaluated using objective and clear criteria based on their academic contribution and educational performance.

VII. Balance between Work and Academic Life

Academic staff have the right to a balanced working environment that ensures a reasonable distribution of teaching, research and administrative duties. Recognising the importance of professional and personal balance enhances the productivity, satisfaction and overall performance of academic staff.

VIII. The Right to Collaborate with External Academic Institutions and Professional Bodies

The staff of the U.L.E. reserves the right to cooperate with academic and research institutions abroad, participate in international scientific networks, and develop partnerships with professional bodies related to their field of expertise. This interconnection enhances the internationalisation of the U.L.E. and the exchange of know-how.

9.2. Academic Staff Duties

The duties of the academic staff at the U.L.E. define the principles and standards for achieving high academic and educational standards. Therefore, the academic staff is required to:

- Come to class prepared, strictly adhering to the timetable and teaching plan.
- Ensure that teaching materials and notes are organised and made available in a timely manner, based on the teaching plan.
- Organise and distribute the necessary educational material, including notes, bibliography, exercises and electronic sources, in a timely manner, in accordance with the specified teaching plan.
- Ensure, through their teaching methods, that students fully understand the material.
- To actively participate in official, scheduled activities (correction of course assessments, exam supervision and suggestions for improvements in teaching) and to support the vision and mission of the U.L.E.

- Encourage critical thinking and student participation, maintaining an academically healthy and supportive learning environment.

9.3. Academic Staff Internal Disciplinary Control

9.3.1. Introduction

All U.L.E. employees have a duty to behave in accordance with the provisions of the U.L.E. Code of Ethics and Conduct and existing legislation, and to report to the U.L.E. Management any inappropriate behaviour or actions that come to their attention involving colleagues, associates or students.

9.3.2. Procedure

The disciplinary control procedure applies to all academic staff regardless of their length of service. Examples of inappropriate behaviour by academic staff that may lead to disciplinary action include (but are not limited to) poor performance, unjustified absences, inappropriate behaviour, violation of the rules or policies of the parent university and the U.L.E., or any action that may damage the reputation of the U.L.E. Each step of the disciplinary process will be carried out without undue delay, and no disciplinary decision will be made before the U.L.E. has completed its investigation into the circumstances and reasons of the complaint.

9.3.3. Investigation

Any report of improper conduct, discrimination or harassment shall be communicated to the U.L.E. Senior Management team in accordance with the provisions of the Code of Ethics and Conduct, and is immediately and thoroughly investigated by the Ethics Committee appointed by the Organisation and composed of the Chief Executive Officer, the General Director of Human Resources and the General Director of Legal Services and Regulatory Compliance of the U.L.E. Depending on the case, full members may request the addition of up to two (2) extra members of the academic community of the U.L.E. depending on the seriousness and/or volume of the case, who must, however, belong to the academic staff of a school other than that of the alleged offender.

In any case, every effort shall be made to maintain the confidentiality of the investigation to the extent possible.

During the investigation, the Ethics Committee shall:

- Hear the views of the complainant, the victim and the alleged perpetrator separately.

- Hear the views of third parties and may conduct parallel investigations.
- Decide, based on the information it collects, whether the incident constitutes a violation of the Code of Ethics and Conduct.
- Draft a report on its findings.
- Recommend appropriate action if the violation is confirmed.
- Still make recommendations to ensure the proper functioning of the workplace, if it cannot be determined that a violation has occurred.
- Keep a record of all actions, ensuring that all records relating to the matter are kept confidential.

9.3.4. Sanctions and Disciplinary Measures

Depending on the severity of the violation and the results of the investigation, the committee meets, proposes and imposes appropriate penalties or sanctions, subject to the final approval of the parent university, to which all findings of the investigation are forwarded:

- **Verbal or Written Reprimand:** A verbal or written reprimand is the first response in cases of minor or initial violations of the Code. The purpose of this sanction is to prevent similar behaviour in the future and to inform the employee of the expectations of the U.L.E. and the requirements that must be met. The reprimand provides an opportunity for reflection and correction of behaviour without the imposition of more severe penalties, provided that the violation is not considered particularly serious.
- **Negative Evaluation:** Negative evaluation is usually imposed when the professional performance of the teacher or other staff member is deemed inadequate or when their behaviour disrupts the smooth operation of the U.L.E. An unfavourable evaluation serves as a signal that the individual's behaviour or performance does not meet the acceptable standards of the U.L.E. and may affect future opportunities for advancement or participation in the U.L.E. projects.
- **Demotion to the next lower grade on the pay scale:** In cases where the violation has significant consequences on the operation of the U.L.E. or on the relationships between the staff, the employee may be demoted to the next lower grade of the salary scale of their position. This decision was taken in view of the need to ensure the smooth operation of the U.L.E. and to recognise the violation of institutionalised behaviour, negatively affecting the material remuneration of the offender.

- **Demotion:** In cases of serious violations related to personnel management or ethical conduct, demotion to a position with less responsibility may be imposed.
- **Deprivation of the privilege of appointment to the U.L.E. committees:** The deprivation of the privilege of appointment to the U.L.E. committees may be imposed as a sanction in cases where the violation concerns the functioning of collective bodies or the effective cooperation of the employee with other U.L.E. bodies. The loss of this opportunity acts as a deterrent and reinforces the need for compliance with the guidelines of the U.L.E.
- **Suspension from work:** In cases where the employee's behaviour is extremely detrimental to the smooth operation of the U.L.E. or requires further investigation, suspension from work may be applied as a temporary measure. The purpose of this decision is to protect the integrity of the U.L.E. and allow time for the investigation of the violation to be completed.
- **Termination of Employment Contract:** Termination of the employment contract is the most serious sanction and is imposed in cases of serious and/or repeated violations. The dismissal of the employee is necessary when the violation jeopardises the operating principles, the quality of the services provided, the dynamics of the team, the department and the U.L.E. as a whole, and/or affects its moral integrity. The severity and extent of the violation is assessed based on the results of the investigation, the nature of the behaviour and its impact on the working environment, in order to ensure fair and proportionate punishment of the person responsible.

The nature of the sanctions will depend on the severity and extent of the inappropriate behaviour and/or harassment.

9.4. Approval and Review of Academic Programmes

The U.L.E. study programmes, under agreement with the parent university based in the United Kingdom, are certified by the National Authority of Higher Education, are subject to the regulations of the parent university and operate on the basis of the educational principles of the parent university's country, for example OfS, QAA and EU ENIC. In addition, the operation of the U.L.E. and its programmes is subject to current Greek legislation.

The U.L.E.'s study programmes are reviewed and revised on a regular basis, ensuring their high quality and responsiveness to contemporary demands. This process involves gathering useful information through the participation of students, academic staff and

other stakeholders in evaluation surveys, ensuring the collection of reliable data for use in future programme design. The approval and review of study programmes is carried out through external evaluation procedures by the National Authority of Higher Education as well as by committees of independent experts from the parent university and external auditors. The certification of study programmes is provided for a specific period (up to 5 years), after which they are recertified. (Details of the procedure are included in the U.L.E. quality assurance manual).

9.5. Study Guide for Study Programmes

Every September, the annual Study Guide is compiled and distributed to students at the beginning of the academic year via the programme's website. If there are no significant changes, the Study Guide from the previous academic year is distributed with the necessary modifications concerning the academic calendar, academic staff, etc.

The Study Guide includes at least:

- the Study Programme,
- a brief description of the course content,
- the name and position of each member of the programme's academic staff,
- the academic calendar, the internal regulations governing the operation of the programme, information on the use and operation of classrooms, laboratories, libraries, technological and electronic equipment, and other relevant information,
- information on the administration of the U.L.E. and the Department to which the programme belongs,
- information on the support services provided to students either by the U.L.E. itself or by the parent university,
- information on the programme assessment regulations, as defined by the parent university.

It is desirable that the Study Guide also be published in a foreign language, specifically in English, in accordance with the requirements of the parent university.

9.6. Recognition of Prior Learning

The U.L.E. takes into account previous experience that can be verified by official documents and follows procedures for the integration of students into advanced stages of programmes offered, provided that this adheres to the regulations of the parent university. The system of recognition of prior learning is certified by the allocation of course credits. Prior learning may be part of a formal educational programme or result from work experience outside formal educational processes. Classification at the

corresponding level of study will be based on previous data and the agreement of representatives of the Department (Faculty) of the parent university.

In order for learning to be recognised as credit for a study programme, there must be a proven correlation with the learning outcomes at course level. The U.L.E. has developed and follows guidelines to ensure fairness and consistency when reviewing applications for the recognition of prior learning. It should be noted that the U.L.E. policy fully complies with and adheres to the Recognition of Prior Learning policies of the parent university and, therefore, any changes to the parent university's course recognition policy should be reflected in the application of the RPL policy at the U.L.E. The following is a detailed description of the U.L.E.'s internal procedure for the recognition of prior learning and concerns cases of direct admission to an academic programme that are not covered by specific programme regulations, as described in the validation document:

9.6.1. Collection of documents

The Academic Advisor collects all the necessary documents from the applicant. This usually includes:

- Evidence of previous education (certificates, transcripts, etc.).
- Detailed descriptions of previous learning environments (e.g. detailed study programmes, course outlines).
- A personal statement explaining how previous learning aligns with the desired programme of study.
- Recommendations, if required.

9.6.2. Initial certification of supporting documents

The complete file is submitted by the Academic Advisor to the relevant Head of Programme, who performs an initial check to ensure that all required documents submitted are complete and reliable, so that the application is ready for further evaluation.

9.6.3. Verification of previous learning certificates

The Head of Study Programmes matches the applicant's prior learning with the learning outcomes of the intended programme/course. This includes:

- Reviewing the programme/course descriptions of the partner university.
- Determining the equivalence of prior learning in terms of knowledge, skills and competences.
- Identifying any gaps or areas that are not aligned with the learning outcomes of the course.

(At this stage, the Head of Programmes may request the assistance of the Dean of the School).

The following criteria apply when assessing any application for RPL/APL acceptance:

- **Authenticity:** The applicant has actually completed what they claim to have completed. For certified learning, original documents must be shown to the Head of Programmes, who may copy them for submission to the parent university for approval, if necessary, or can confirm that they have seen them on the appropriate RPL/APL form. For experiential learning, in addition to supporting documents, it may be appropriate to provide a statement from the supervisor to confirm that the skills and experience claimed are authentic.
- **Acceptance:** This comes when there is an appropriate match between the learning outcomes demonstrated, the level of study and the number of credits requested. This may include a copy showing the SCQF/FHEQ level or a description of the module or programme specifications. In some cases, there may be a mismatch between the previous credits acquired (e.g. 15 credits) and the size of the course for which the RPL/APL application is being made (e.g. 20 credits). In this case, advice may be given on the mechanisms by which a small number of additional credits can be obtained.
- **Updating:** Is the learning recent enough to demonstrate up-to-date knowledge and skills? Alternatively, has the student applied/extended/improved their relevant knowledge and skills in the intervening period? If the qualification was obtained within the last five years, it can be considered up-to-date, although for some fields it may need to be more recent. Similarly, if a student acquired skills or knowledge five years ago but has been using them consistently as part of their work or training in the intervening years, they could be considered recent. A supporting statement from a relevant source (e.g. supervisor) may be required to ensure proof of being updated.

9.6.4. Finalisation of the RPL/APL application

Once the Head of Studies has verified that all the required documents have been submitted, that they are complete and legible, and that the application is ready for submission to the parent university, the relevant documents are sent to the relevant academic officer at the partner university for approval. After approval, the student is notified and the Head of the U.L.E. Study Programme, with the assistance of the Academic Registry, ensures that the RPL credits are recorded accordingly in the student's profile.

Note: At the U.L.E., most RPL applications received for undergraduate programmes, either for specific academic credit transfers corresponding to specific courses or as applications for advanced standing, will allow entry into a programme at a later point than the usual entry point and will be supported by evidence of previous certified study.

Candidates applying for Recognition of Prior Experiential Learning (RPEL) may choose and be eligible for consideration for postgraduate studies (e.g. an MBA or an MSc degree). This type of learning has been achieved outside of a formal education or training institution and may have been acquired through voluntary or work experience. As a result, there is a different process for gathering evidence to support the application (e.g. statements/letters from employers, PDP portfolios, any material demonstrating relevance to the learning outcomes for which recognition is sought), while interviews with the Dean of the School and the Head of the Study Programme facilitate final decisions before informing the parent university, which is responsible for the final approval of the request.

9.7. Teaching Methods & Strategies

The teaching methods and strategies used in the programmes are: (a) Lectures (face-to-face, online), where the lecturer organises and presents the lecture content, (b) seminars, where issues developed during a lecture are discussed and the active participation of students is a functional prerequisite, (c) experimental laboratory courses, (d) practical courses, (e) practical training, (f) personal study, (g) self-directed independent study, supported by educational data or using an electronic library, texts, newspapers, (h) supervised practical training in the workplace. All teaching methodologies can be implemented either in person or online/remotely, depending on the type of delivery of each study programme. In addition, the online/distance learning methodologies followed in the study programmes can be implemented synchronously or asynchronously.

9.8. Student Assessment Methods and Strategies

The academic programmes of the U.L.E. follow the academic regulations of the parent university. The parent university:

- follows the principles of fair practice and treatment in the assessment of student progress, as defined by the Code of Practice of the QAA (Quality Assurance Agency) -Higher Education Quality Assurance Committee in Great Britain.
- is committed to the principles of equal opportunities. The regulations and procedures for assessing progress are designed to actively promote the principle of equal opportunities, regardless of age, disability, gender, sexual orientation, race, religion, and beliefs.

- follows the method of anonymous grading, where possible.
- follows the principles of recognition, awarding or transfer of credits, as defined by the European Credit Transfer System.
- follows the principle of transparency and objectivity in the student progress and assessment process.
- provides copies of students' transcripts, which accompany the award of degrees as evidence of overall study.

The specifications and particularities of each study programme determine the types of assessments. In study programmes where there are no clear assessment regulations for certain courses, the general assessment regulations of the parent university apply.

Further details on the academic regulations and course assessments as defined by the home university are provided on the following website:

- Keele University:
<https://www.keele.ac.uk/legalgovernancecompliance/governance/actcharterstatutesordinancesandregulations/regulationsandpoliciesindex/>

The U.L.E. follows the assessment regulations set by the parent university. The methods of assessing student attendance and progress are: written examinations, written assignments (individual and group), practical examinations, individual or group oral presentations, debates, practical assessment of professional practice, research thesis (dissertation).

9.9. Assessment regulations per cycle of studies

9.9.1. Undergraduate Programmes

- **Course Success:** Students must achieve an overall grade of at least 40% and meet the minimum grade requirements for each assessment. Each assessment has a minimum pass mark of 30% unless a higher mark is required by certification bodies or regulations. Relevant information is provided in the study guide, which students receive at the beginning of the academic year, and is posted on the digital platform.
- **Resit:** During the resit, students must achieve an overall grade of 40% and meet the minimum grade thresholds. The final grade for the course passed through a resit is capped if there are no recognised grounds for exemption (extenuating circumstances).

9.9.2. Postgraduate Programmes

- **Course Success:** Students must achieve an overall grade of at least 50% and meet the minimum grade thresholds for each assessment. Each assessment has a minimum grade threshold of 40%. The relevant information is listed in the study guide, which students receive at the beginning of the academic year, and is posted on the digital platform.
- **Resit:** During the resit, students must achieve an overall grade of 50% and meet the minimum grade thresholds. The final grade for the course passed through re-examination is capped if there are no recognised grounds for exemption (extenuating circumstances).

Important: In all programmes, students experiencing difficulties have the opportunity to apply for recognition of extenuating circumstances, which may favourably influence decisions regarding their progress.

9.10. Grading System

Student assessment is based on a grading scale from 0% to 100%, with different pass marks for undergraduate and postgraduate programmes:

9.10.1. Undergraduate Programmes:

The pass mark is 40%. The grading scale is as follows:

- First Class Honours (70% - 100%): Excellent.
- Upper Second Class (60% - 69%): Very Good.
- Lower Second Class (50% - 59%): Good.
- Third Class (40% - 49%): Pass.
- Fail (below 40%): Fail.

9.10.2. Postgraduate Programmes:

The pass mark is 50%. Grades are as follows:

- Distinction (70% - 100%): Excellent distinction.
- Merit (60% - 69%): Distinction.
- Pass (50% - 59%): Pass.
- Fail (below 50%): Fail.

9.11. Assessment Methods

Students are assessed through a combination of methods tailored to the subject, the level of the programme and the learning outcomes of each course: Written Exams, Research Papers and Theses, Practical Exams, Presentations and Group Projects, Continuous Assessment.

9.11.1. Transparency, Criteria Definition and Quality Assurance

- Students are informed from the onset about the assessment criteria, requirements and weighting of each exam or assignment.
- Lecturers provide instructions on the format of assessments, especially for dissertations and major projects.
- Anonymous Grading: This is implemented to ensure objectivity in the correction of written examinations and assignments.
- External Examiners: They ensure that the assessment criteria meet quality standards and that the grades are fair and objective.

9.11.2. Special Arrangements for Students with Special Learning Needs

Within the framework of equal opportunities policy, students who are unable to be examined and assessed due to a particular condition, in accordance with the assessment methods predetermined by academic regulations, and provided that they have submitted the necessary supporting documents to the Academic Registry of their programme, shall be examined using alternative assessment methods of equal weight to those used for other students, as determined by the parent university. The Examination Board ratifies such decisions.

Students must submit the necessary supporting documents to the Heads of Study Programmes at least six (6) weeks before the beginning of the examinations.

Possible alternative assessment methods:

- Extension of the period to complete the studies.
- Allowing more time for examinations during the assessment period.
- Alternative or modified methods of assessment.
- Use of a person who writes down what the student dictates.
- Oral examinations to replace corresponding written examinations.
- Use of appropriate aids (e.g. word processor, Braille system, video recording, enlarged fonts, etc.).

9.11.3. Schedule for Announcement of Results

Results are published within predetermined deadlines:

- For undergraduate courses, results are usually announced 3-4 weeks after the exam.
- In postgraduate programmes, especially for dissertations, the announcement of grades may take longer due to the nature of the assessment.

9.11.4. Make-Up & Resit Exams

Students who fail are entitled to a resit, with a maximum grade of:

- Undergraduate Programmes: Maximum resit score: 40%.
- Postgraduate Programmes: Maximum resit score: 50%.

In cases of failure of a postgraduate thesis, an additional opportunity to resubmit is usually provided, in accordance with the re-evaluation regulations of the parent university, within a specific time frame.

9.11.5. Handling Appeals and Reassessment

Students may submit an appeal regarding the assessment process or result. The process is standardised, aligned with the parent university's appeals policy, with predefined time limits and an independent committee to review applications.

9.12. Duties of other Individuals & Entities in the Evaluation process

The **Deans of the School of U.L.E.** are responsible for ensuring that:

- the programmes of this School comply with regulations and policies;
- the evaluation procedures are approved and monitored;
- assessment procedures are secure and reliable;
- through the annual monitoring process, student performance in assessment and in relation to the programme's learning outcomes is reviewed;
- periodic reviews of assessment strategies are conducted;
- staff are supported in the development of assessment strategies and practices;
- students participate in the evaluation of assessment strategies;
- External Examiners are informed about assessment regulations and related policies;
- issues arising from the implementation of these regulations and policies are referred to the Student Experience Committee.

The **Heads of the Study Programmes** are responsible for:

- ensuring that academic standards are maintained through the effective use of this policy and its local implementation through the definitive programme document;
- monitoring the results of the evaluation and reporting these results to the Faculty.

Heads of Study Programmes work with **Module Coordinators** to oversee the management of their programmes.

Module Coordinators (in collaboration with the relevant academic staff) are responsible for:

- designing assessments that comply with regulations and policy and assess specific learning outcomes, making reasonable adjustments to meet the needs of all students;
- ensuring that feedback is provided on student performance in relation to assessment outcomes;
- providing feedback on the overall assessment in accordance with the timelines set out in line with the regulations of the parent university. The most common timeframe within which course coordinators should deliver student grades and feedback is 15-20 working days. (Staff should note that 'working days' are Monday to Friday, excluding the U.L.E. public holidays, i.e. part-time employment or annual leave periods should not lead to an extension of the maximum period of 15-20 working days. The maximum of 15/20 working days includes all stages of the grading process (grading, grade checking, classification of grades and comments, sending grades and comments to the School Office, communicating grades and comments to students via the Academic Registry of the Programme) and applies to all staff, including visiting professors).
- the clear specification of the date by which the student can expect to receive comments on each cumulative assignment. This date must be communicated to the student at the same time as the assessment deadline. If a student has been granted an extension, the timetable for receiving feedback will be adjusted accordingly. In exceptional cases, the initial date communicated to students for receiving feedback may be extended. Any such extension must be communicated to students at least seven days before the initial deadline for receiving feedback.

- their participation in the Examination Boards for the presentation of the results of the courses for which they are responsible.

9.13. Academic Integrity Policy

Academic integrity and adherence to a strict code of conduct are cornerstones of the educational experience provided by the U.L.E. The U.L.E. students are expected to act responsibly in all activities related to their studies. Cases of cheating, lying, violation of course rules or copyright infringement constitute breaches of ethics. If a member of the programme/School or other staff member finds that a student has acted dishonestly, the student will be subject to disciplinary action.

The introduction of artificial intelligence (AI) has raised many issues of academic integrity and concerns for educational and academic institutions. While the definition of academic integrity as mentioned above remains unchanged, the way we inform our students is adapting to the new challenges posed by the use of artificial intelligence.

Plagiarism is considered a serious academic offence and is the focus of attention for academic members of the U.L.E. The dishonest act of passing off someone else's work as one's own is known as plagiarism. This can include omitting the source of ideas used in academic submissions, copying and pasting paragraphs from other websites, submitting work obtained from the Internet, or even purchasing an assignment and submitting it as the student's original work.

Other examples of plagiarism include: failure to acknowledge the source or sources of even a few phrases, sentences or paragraphs / failure to acknowledge a quotation or paraphrase of paragraph-length sections of an assignment / failure to acknowledge the source(s) of an important idea or structural principle relevant to the assignment / failure to acknowledge the source (citation, paraphrase or summary) of the main sections or excerpts in the document or work, / unacknowledged use of many important ideas or extensive reliance on another person's data, facts or critical method, / submission as one's own work, work borrowed, stolen or purchased from someone else.

Whether the above is the result of using an artificial intelligence tool or simply copying and pasting from a source without acknowledging it, it is a problem in the field of academic integrity.

The approach of the U.L.E. is developmental rather than punitive, but in order to protect the level and integrity of its degrees, the U.L.E. will identify any incident that meets the

definition of academic misconduct and will notify the student and the parent university and, where appropriate, impose an academic penalty.

The process includes an initial investigation, informing the student, an interview with the right to a defense, and access to evidence. Penalties range from warnings to correction of assignments with reduced marks or change of marks, and the corresponding policies are fully aligned with those of the parent university.

Students are expected to learn from this experience, and any previous misconduct will be taken into account when determining penalties for subsequent offences. Proven academic misconduct will remain on the student's record for the entire period of their studies.

9.13.1. Internal policy against plagiarism (investigation and obligations of students and academic staff)

The U.L.E. is committed to academic integrity and the ongoing education and support of students to prevent academic misconduct. This policy covers cases of plagiarism and misconduct by students and includes details on definition, classification, detection, disciplinary measures, record keeping, appeal and prevention.

Plagiarism is defined as the submission of academic work that is derived in whole or in part from the work of another person - regardless of intention - and presented as the product of one's own effort without proper acknowledgement of the source. The use of another person's work may involve ideas, words, written work, software, or any source or medium of information.

There are two methods that an assessor can use and/or combine to verify the authenticity of the submitted work and document cases of plagiarism:

1. **Detection by conventional means:** The first line of defense against plagiarism involves knowing the sources from which students are likely to copy. Search engines are often used by academic staff who suspect plagiarism.
2. **Electronic detection:** Academic staff can also use electronic detection methods (Turnitin).

The U.L.E. encourages assessors to combine conventional and electronic methods of detecting plagiarism in suspicious cases. Therefore, Turnitin should not be considered the sole method of detecting plagiarism and, when used, conventional checking and human judgement will still be required before reporting such an incident.

The U.L.E. is committed to providing a framework that will ensure student awareness of the need to avoid plagiarism and will provide preventive and consistent administrative procedures across all schools. In this context, both students and professors are called upon to take responsibility. More specifically, the students' responsibility is to:

- Read and ensure that they understand the U.L.E. policy against plagiarism.
- Familiarise themselves with the guidelines issued by their faculty describing the academic conduct policy and other academic conventions that must be observed.
- Ensure that they follow these conventions and seek clarification or support, if necessary, from the relevant staff members.

At the same time, academic staff are expected to:

- Inform all new students about the appropriate citation techniques applicable to their school and provide clear examples of what is acceptable.
- Clearly explain the expected academic performance and what plagiarism means for students.
- Set a realistic assessment framework (where appropriate).
- Establish appropriate conditions for group work and clarify the distinction between group and individual contributions to a group project.
- Foster a relationship of mutual respect for original academic work among students.
- Work with the Academic Learning Centre of the U.L.E. to enforce the anti-plagiarism policy.
- Receive and participate in training and personal development initiatives related to the detection and enforcement of penalties for plagiarism and academic misconduct.

9.13.2. Internal policy on the ethical use of artificial intelligence

The U.L.E. recognises the potential of creative artificial intelligence technologies to improve teaching, research, and administrative processes. However, it is important to ensure that the use of such technologies is aligned with ethical principles and promotes the well-being of all stakeholders. This policy outlines guidelines for the responsible and ethical use of creative artificial intelligence within the U.L.E. community.

Guidelines:

- Creative artificial intelligence tools should not be used to produce academic work (e.g. essays, reports, projects) without proper attribution or acknowledgement of the contribution of artificial intelligence.

- Academic staff who incorporate creative artificial intelligence into their teaching should clearly communicate the limits of its use and emphasise the importance of academic integrity to students.
- Researchers who use creative AI in their studies should adhere to ethical guidelines governing research integrity, including obtaining informed consent, protecting participant confidentiality, and ensuring transparency of methods. Potential biases and limitations of creative AI models should be recognised and mitigated where possible to maintain the integrity of research findings.
- Content generation using AI tools should be clearly labelled as such to avoid confusion or misrepresentation. Users should be cautious when generating sensitive or potentially harmful content and consider the potential impact on individuals or communities.
- AI systems should be used in accordance with relevant data protection laws and regulations to ensure the privacy and security of personal or sensitive information.
- Users of creative AI technologies should strive to be transparent about their use and disclose any content or contributions generated by AI when appropriate. The U.L.E. will establish mechanisms to monitor and evaluate the ethical use of Artificial Intelligence, including periodic reviews and training programmes for academic staff, schools, and students.
- All members of the U.L.E. community are expected to comply with this policy. Violations of this policy will be subject to appropriate disciplinary measures, which may include, among other things, counselling, or academic penalties, depending on the severity of the offence.

This policy will be reviewed periodically to ensure its effectiveness and appropriateness in light of evolving technologies and ethical considerations. Amendments may be made as necessary and with the input of relevant stakeholders.

The U.L.E. is committed to promoting the responsible and ethical use of creative Artificial Intelligence technologies in the context of its academic and administrative functions. By adhering to the guidelines outlined in this policy, we aim to leverage the potential of Artificial Intelligence so as to have a positive impact, while maintaining our core values of integrity, respect, and excellence.

9.14. Academic Misconduct

The U.L.E. has strict rules to ensure that student assessments are the true result of their individual effort, skills and knowledge and have not been produced by means that would give them an unfair advantage over other students.

Academic misconduct falls under the specific regulations of the parent university's study programmes and is examined in accordance with the procedure set out in the U.L.E. regulations, which is in line with the regulations of the parent university.

The investigation of cases of academic misconduct in study programmes is managed within the framework of the programmes, in collaboration with the Quality Assurance & Standards Officers and the Disciplinary Board of the U.L.E., if deemed necessary. Academic misconduct includes cases of fraud, plagiarism, collusion and the use of paid writing services and/or artificial intelligence (AI) applications. All such cases are thoroughly investigated by the U.L.E. (the first point of contact is the Head of Study Programmes, who reports any suspected violations), and the case is further investigated by the Deputy Director of Academic Affairs of the building complex in collaboration with the Dean of the School/Department Chair and/or the Vice-Rector for Academic Affairs if deemed necessary, who are also members of the Disciplinary Board.

Where the allegations are found to be justified, appropriate sanctions are imposed.

9.14.1. Academic Misconduct Investigation Procedure

The Head of Study Programmes of the U.L.E. receives reports of possible violations of the Academic Conduct Regulations from the professor responsible for the course and, if it is agreed that there is suspicion of misconduct, initiates an investigation of the case. After an initial investigation to gather evidence, depending on the circumstances, one or more of the following actions may be decided upon:

- there is no need for further investigation.
- there is a need for investigation and a meeting/interview with the student is arranged.

The student concerned is informed of how their case will proceed within 5-10 working days of their referral.

In the event that a Disciplinary Board is convened for further investigation, the members of the Board will be:

- Head of Study Programmes
- Department Chair
- Deputy Director of Academic Affairs
- Academic Registry
- Quality Assurance & Standards Officer

- A professor teaching a course in the programme, other than the course whose assessment is under investigation.

All students shall have the right to:

- Be accompanied by a friend or other person who is not acting in a legal capacity.
- Make observations/comments on any procedural issues.
- Hear the case and ask questions about the allegations made against them.
- Access all evidence against them, except for information that is confidential and not directly related to the allegations made in the case against them.

9.14.2. Academic Misconduct Disciplinary Board

Upon completion of the process, the Academic Misconduct Disciplinary Board of the U.L.E. will determine the extent of any academic misconduct and decide whether a minor, moderate, or serious offence has occurred. Any penalty imposed will be commensurate with the severity of the violation of the Academic Conduct Policy.

More specifically, minor incidents of problematic academic conduct can be identified and addressed within the programme team in consultation with the U.L.E. Quality Assurance & Standards Officer. Penalties for these will be limited to a formal warning or a requirement to correct the affected assessment and resubmit it for a capped grade (penalties b, c and d in the list below), as follows:

- a) Full exemption. This means that the student technically violated the regulation, but no responsibility should be attributed to them.
- b) A formal warning to the student regarding future behaviour.
- c) Requirement for correction and re-assessment within a specified time limit (or during the re-examination period) for a capped grade. Failure to meet the deadline for resubmission will result in the relevant assessment module or course being marked as zero.
- d) Change in the grade of the module or course assessment, e.g. reduction/deduction of marks or even removal of the possibility of re-examination, as appropriate.
- e) Reduction of the grading class of the degree.
- f) The required temporary withdrawal of the student from their parent university.
- g) Permanent expulsion of the student from the parent university.

The Quality Assurance Officer of the parent university will be informed of all cases where the above penalties may be imposed.

Reports on all cases of academic misconduct shall be submitted to the relevant Examination Committee convened by the parent university.

Finally, any student who disagrees with the penalty imposed may appeal directly to the parent university only. More information on appeals is available through the links of the parent university and is included in the relevant section of the annual student study guides.

The U.L.E. adopts and aligns itself with the academic conduct policies of the parent university, and the procedure followed is adapted to reflect their respective practices.

Full details of the parent university's policies on academic conduct as well as general codes of conduct can be found on the parent university's websites via the relevant links listed in the annual student study guides.

- **For Keele University:**

- <https://www.keele.ac.uk/legalgovernancecompliance/governance/actcharterstatutesordinancesandregulations/studenttermsconditions/>
(academic conduct)
- <https://www.keele.ac.uk/students/academiclife/appeals-complaints-conduct/studentdiscipline>
(disciplinary procedures)

10. Quality Assurance and Compliance

10.1. Introduction

Recognising quality assurance as a fundamental pillar for its effective operation, the U.L.E. is committed to the continuous improvement of the quality of its research, educational and administrative work. Adopting international practices and implementing European Higher Education Area (EHEA) policies, the U.L.E. applies a Quality Assurance Policy in all its operations. The Quality Assurance Policy includes specific actions and quality assurance mechanisms, with the aim of creating and continuously updating the regulatory framework governing the operation of academic and administrative units. The actions and procedures included in the Internal Quality Assurance System (IQAS) Procedures Manual form the necessary framework for the U.L.E. to achieve its strategic objectives through the continuous improvement of the quality of education and its support services, with the participation and cooperation of all stakeholders.

10.2. Quality Assurance Framework and Quality Management Principles of the U.L.E.

10.2.1. Introduction to the Quality Assurance Framework

The U.L.E. quality management framework focuses on ensuring academic quality and the overall student experience. The aim is to ensure that all study programmes meet high academic standards and offer students the appropriate support to achieve their educational goals.

10.2.2. Academic Standards and Quality Assurance

The U.L.E. is responsible for the academic quality and standards of all programmes offered, ensuring compliance with national and international academic standards. Academic standards define the level of achievement required for students to be awarded a degree or successfully complete academic modules.

The quality of learning is continuously assessed to ensure that students are able to meet the academic standards of their degree programme.

10.2.3. Quality Management Principles

The quality assurance processes at the U.L.E. are based on specific principles that guide the development and improvement of the student experience:

- **Priority to Ensuring the Student Experience**

Quality assurance and improvement procedures are not only about maintaining academic standards, although this is crucial to meeting student needs. The aim is to ensure the overall experience of students during their studies, recognising that all areas of the U.L.E. operations directly or indirectly affect the quality of the student experience, with an impact on student performance and development.

- **Collective Responsibility for Quality**

Quality is considered everyone's responsibility. Every member of the U.L.E. staff plays an active role in ensuring quality and achieving quality objectives. The administration provides the necessary support and evaluation for continuous improvement through assessment and action plans in all areas that govern the student experience.

- **Participation of Peer and Professional Bodies**

Quality assurance requires regular review and comparison with the approaches of other peer institutions and professional bodies, in direct relation to the U.L.E.'s study programmes. This ensures that standards remain high and that there is accountability to external bodies and future employers.

- **Assessment and Integration of Student Perspectives**

Students are considered key contributors to quality assurance and evaluation at U.L.E. Their views are regularly used to continuously improve the quality of their experience. They participate in the design, modification, monitoring, and review of study programmes.

- **Alignment with Greek and International Standards for Quality Enhancement**

The U.L.E. follows the quality framework of the National Authority for Higher Education and that of the United Kingdom, which is guided by international standards and guidelines that promote good practice and innovation in higher education. Compliance with the requirements of professional, regulatory, and supervisory bodies (PSRB) and the standards of the European Higher Education Area (ESG) is ensured.

10.2.4. Continuous Improvement & Compliance with International Standards

Quality improvement is a continuous process. The U.L.E. uses strategies, systems, and information to enhance the learning experience of students. This process includes regular evaluation and review of all procedures and the use of external evaluations (see Internal/External Evaluation, ESDP) to ensure compliance with international quality standards.

10.2.5. Roles and Responsibilities

The Dean of Quality Assurance & Standards, together with the Quality Assurance and Standards Officers, ensure that academic standards and quality assurance procedures are consistently applied across all programmes. The U.L.E. procedures for managing academic quality and standards actively involve students in quality assurance and enhancement (see Chapter 2.1.).

10.3. Commitment to the Internal Quality Assurance System

The purpose of the Quality Assurance Department is to achieve high quality assurance in the operation of the U.L.E., the continuous improvement of its educational and research work, as well as the effective operation and performance of its services, in accordance with international practices, in particular those of the European Association for Quality Assurance in Higher Education, the Quality Assurance Agency for Higher Education in the United Kingdom (QAA), and, of course, primarily with the principles and guidelines of the Hellenic Quality Assurance and Accreditation Agency (HQAA). The Internal Quality Assurance System (IQAS) is the set of procedures and policies that ensure that the U.L.E. offers high-quality educational and administrative standards in accordance with

international and European guidelines. The scope of the IQAS is the implementation of quality assurance in the academic units, administrative services, and human resources of the U.L.E.

The U.L.E. requires all academic and non-academic staff to be familiar with and aligned with the current QMS and all quality management procedures and policies within the U.L.E.

The Senior Management of the U.L.E. commits to the development and implementation of the IQAS, seeking to continuously improve its effectiveness through the following actions:

- Taking responsibility for the effectiveness of the IQAS,
- Ensuring that the quality policy and quality objectives of the IQAS are aligned with the strategic framework and guidelines of the U.L.E.,
- Close cooperation between the IQAS and the Legal Affairs and Regulatory Compliance Department to ensure that all quality procedures comply with legal standards and data protection regulations,
- Promoting the use of a risk-based approach and thinking;
- Ensuring the availability of resources required for the implementation of the GDPR.
- Promoting the importance of effective IQAS and compliance with its requirements;
- Ensuring that the IQAS achieves the intended results;
- Informing and supporting staff to contribute to the effectiveness of the IQAS;
- Ensuring that the integrity of the IQAS is maintained when designing and implementing changes.

11. Distance Learning

Although the U.L.E. study programmes are delivered through the face-to-face education model, the provision of distance learning is possible at the U.L.E. under certain conditions, and upon approval by the parent university, the National Authority for Higher Education and in accordance with the relevant existing legislation. The U.L.E. has thoroughly reviewed the practices and characteristics of the model, the educational methodology, the mechanisms, and tools for supporting students and the educational process.

At the U.L.E., distance learning will be implemented following certification by the National Authority for Higher Education and the approval of the parent university through an advanced online learning platform that supports teaching, educational activities and academic support for students and academic staff. All procedures will be conducted online, using the Learning Management System (LMS). The U.L.E.'s online distance

learning model will ensure, through modern systems, structured processes, and specialised educational methodology, that students enjoy a high-quality educational experience, equivalent to that of face-to-face study programmes.

Quality assurance will be achieved through the use of modern learning design methodologies and advanced educational technologies, which will enable the effective implementation of comprehensive distance learning academic programmes.

The online distance learning model will support students and academic staff through a range of digital services. Using digital respective of the physical infrastructure and resources of face-to-face programmes, students will be able to develop their skills either by accessing asynchronous material developed exclusively for distance learning programmes or by accessing the material available to students in face-to-face programmes.

The LMS platform will serve as the central hub through which educational material is distributed, activities are carried out, assessments are taking place, and interaction between academic staff and students occurs.

The characteristics of distance learning are summarised below:

- **Familiarisation and Information:** Students' academic journey begins with their participation in the New Student Orientation Programme, which allows them to familiarise themselves with digital learning systems and gain a thorough understanding of the digital services offered by the U.L.E. before they even begin their studies. At the same time, they gain access to the digital learning platform and their personal account (Microsoft365 – single sign-on), where they can find the educational material.
- **Synchronous and Asynchronous Education:** The educational process mainly includes asynchronous activities, which allow students to access the material at any time, supporting self-regulated learning. Asynchronous activities are reinforced by synchronous sessions (via Microsoft Teams), in which students participate in live lectures and discussions with professors and fellow students.
- **Interactivity and Collaboration:** Through the online distance learning model, students participate in group assignments, discussion fora, and interactive exercises, enhancing engagement and active participation while cultivating teamwork skills.
- **Assessment and Feedback:** Student performance is assessed through online assessments, assignment submissions, and online exams.

- **Digital Student Support Services:** Students are supported throughout their academic journey with digital versions of the resources available in face-to-face programmes.

11.1. Student Support

As part of distance learning at the U.L.E., students will be actively supported through the institution of Digital Personal Academic Tutors, who will become the cornerstone of the educational experience. Personal Academic Tutors play a critical role in ensuring the academic progress and personal development of students by offering personalised support that meets the needs of each student.

Personal Academic Tutors act as key links between students and the academic environment, guiding, supporting, and inspiring them throughout their studies. Their role involves:

- **Academic guidance:** Providing advice on workload management, time management and fulfilling academic obligations.
- **Support in achieving goals:** Working with students to set and achieve personal and academic goals.
- **Connecting with available resources:** Helping students to take full advantage of the digital services offered by the U.L.E., such as the Student Portal, the learning management system and support services.

11.2. Educational Methodology

The educational methodology that will be applied in the U.L.E.'s online distance learning model has been specifically designed to meet the requirements of distance learning. It focuses on active student participation, the promotion of critical thinking and the provision of personalised support, using Diana Laurillard's Conversational Framework as the basic model in the design of the educational material. At the same time, the adoption of the Universal Design for Learning (UDL) model ensures that all students, regardless of preferences, abilities or needs, have equal opportunities to participate in and complete all educational activities.

The methodology combines modern teaching through live webinars with asynchronous access to multimedia educational material, allowing students to study at their own pace. Within the framework of distance learning at the U.L.E., the design of the educational experience is based on five main axes:

- **Student-teacher interaction:**
The model emphasises continuous communication between students and

teachers through tools such as communication fora, virtual whiteboards, and real-time meetings. Teachers encourage participation, answer questions, and provide guidance, ensuring that each student has the support they need.

- **Student-material interaction:**

Students have access to asynchronous educational material that is designed to be flexible and interactive. This includes video lectures, multimedia content, exercises, and activities that enhance critical thinking.

- **Collaboration between students:**

Through working groups, learning communities and collaborative projects, students exchange ideas, experiences, and opinions. Collaborative learning promotes skills such as communication, teamwork and problem solving.

- **Reflection and feedback:**

The educational process includes mechanisms for continuous feedback, both from teachers and fellow students. Students have the opportunity to reflect on their progress, identify weaknesses, and improve their performance.

- **Assessment and personalisation:**

The Conversational Framework supports personalised assessment, using a variety of tools such as self-assessment, interactive quizzes, and assignments/assessments/exams. Assessments are designed to be flexible and responsive to the diverse learning needs of students.

In addition, to ensure accessibility and inclusion for all students, the material will be designed based on the Universal Design for Learning (UDL) model. At the U.L.E., UDL is applied to address a variety of learning preferences, abilities, and needs. The model focuses on providing educational material in multiple formats.

More specifically:

- Content is available in different formats, such as videos with subtitles, audio files, interactive graphics, and texts.
- Multimedia is accompanied by subtitles and descriptions for students with hearing or visual impairment.
- The platforms are compatible with assistive technology tools, such as screen reader software.

Finally, the use of learning analytics is important for monitoring student progress so that learning activities can be tailored to their individual needs.

11.3. Technologies

11.3.1. Learning Management Platform

All educational activities are managed through the learning management platform. Moodle is a globally popular learning management platform (LMS) widely used for distance learning. Designed based on the principles of collaborative learning and accessibility, Moodle (v.4.5) provides a comprehensive digital environment where academic staff and students can interact, share resources and complete their educational activities.

In distance learning programmes, Moodle will play a leading role, as it brings together all the necessary tools to support the educational process, ensuring academic continuity, transparency, and access to educational material at all times.

One of Moodle's key features is the management and organisation of educational material, which is presented in thematic units or weeks. Academic staff adapt the material to the needs of students, while the editing feature ensures that the content always remains up to date. The flexibility of the platform allows for the development of personalised learning options, with the aim of supporting each student at their own pace.

Accessibility is a fundamental principle of Moodle's design and operation, ensuring that all students, regardless of their needs or abilities, have equal opportunities to participate in the educational process. The platform complies with international accessibility standards, such as WCAG 2.2 (Web Content Accessibility Guidelines), and fully supports assistive technologies.

11.3.2. Moodle Baseline Standards

To ensure the quality standards of each Moodle page provided to distance learners, academic staff are provided with a Moodle page template, which forms the basis for the design of each course offered. The template is accompanied by a checklist, entitled *Moodle Minimum Baseline Standards*, which must be completed before the start of the semester by the Learning Designer together with the Head of Studies. The checklist includes a list of checks in the following areas:

- Student navigation of courses,
- Course structure and content,
- Communication standards,
- Educational material accessibility standards,
- Course assessment.

11.3.3. Digital Tools

The use of EdTech (Educational Technology) digital tools is essential for enriching the educational experience provided to distance learning students during their studies. These tools are designed to support the learning process, promote interactivity, facilitate collaboration, and enhance students' academic and personal development.

11.3.4. Simulations and Virtual Laboratories

Students participate in virtual laboratories and simulations, depending on the requirements of the courses. Tools such as Labster allow experiments to be carried out and real-life scenarios to be studied in a safe, virtual environment.

11.3.5. Gamification Tools

The integration of gamification technology through tools such as Menti or Wooclap enhances student participation.

11.3.6. Collaboration Platforms

Tools such as Microsoft Teams facilitate collaboration between students and teachers in a modern environment. Students can work together on projects, exchange ideas and monitor their team's activities in real time.

11.3.7. Discussion Fora and Communities

Through fora and online communities, students have the opportunity to participate in discussions, exchange views, and resolve queries with the help of academic staff and fellow students.

11.3.8. Learning Analytics Tools

With the help of analytics (Intelliboard software), teachers can monitor students' progress, identify their weaknesses, and provide personalised suggestions for improving their performance.

11.3.9. Career Management Platform

The digital portal of the Employability and Career Centre allows students to search for job opportunities, submit CVs and participate in workshops to prepare for the job market.

11.3.10. Digital Portfolio

In addition, students have the option of creating digital portfolios using tools such as Mahara. This design manager or service functions as a personal digital portfolio, where

each student's work, skills and achievements are collected, offering a significant advantage in their future career.

11.3.11. Material Creation

To support distance learning programmes, the material creation department is responsible for creating multimedia material. At the heart of this effort are the specialised green screen and podcast studios of the U.L.E., which are used to create high-quality educational material. Using these facilities, the academic staff, the learning experience designer, and the content production team are able to produce multimedia material (such as videos, podcasts, educational activities), which will form the backbone of the distance learning process.

The U.L.E.'s green screen studios provide a fully equipped video production environment. This technology allows trainers to present teaching material in a way that goes beyond the capabilities of traditional teaching. The videos created combine graphics, moving images and virtual simulations, offering an enhanced student experience.

The production process begins with the collaboration of academic staff and the educational design team to develop scenarios that focus on student needs. Filming then takes place in an environment with controlled lighting and sound. After recording, the production team edits the material, adding subtitles, diagrams, and/or animated graphics to ensure that the final result is understandable and functional.

The U.L.E. podcast studios are equipped with advanced recording systems that ensure excellent sound quality. The academic staff create content that includes lectures, interviews with experts, or discussions on topics related to the courses. The podcasts are integrated into the U.L.E. online platform, allowing students to listen to them via streaming or download them for offline access.

11.4. Student Portal

The Student Portal, based on Microsoft SharePoint software, will provide students with unified access to all digital services through single sign-on credentials. Students will be able to log into the system and have direct access to the learning management platform (Moodle), their personal email, digital student support services, as well as all U.L.E.'s digital services, as follows:

- Moodle LMS
- Microsoft365
- Digital Library (eLibrary)

- Digital Academic Learning Centre (eAcademic Learning Centre)
- Digital Academic Registry (eRegistry)
- Technical Support (eHelpDesk)
- Counselling Centre (eCounselling Centre)
- Research and Innovation Centre (eResearch and Innovation)

The platform was designed to serve as a midway point of access for all student needs, from academic information and course participation to submitting requests and receiving support on administrative matters.

11.5. Digital Student Support Services

The smooth and uninterrupted operation of the educational process is ensured through the Support Services, which are offered to students digitally via the student portal.

- Academic Learning Centre
- Electronic Library and Research Resources
- Technical Support
- Counselling Centre
- Employment and Career Centre
- Centre for Students with Special Learning Needs
- Statistics Centre

All support services are adapted to be provided remotely, offering flexibility to students to receive the necessary support according to their needs and personal schedule.

Students have the opportunity to meet remotely, via teleconference, with support service managers, while educational videos are also available to provide immediate support for any questions that arise.

In addition, students can find detailed educational videos that explain step by step how to use digital services and tools and can book appointments with support centre managers via the platform, checking their availability in real time. This service ensures flexibility and immediate access to the support they need.

11.6. Process Evaluation

Feedback from students will be a key pillar for the continuous improvement of educational and support processes at the U.L.E. Collecting, analysing, and utilising

student feedback is a strategy that will ensure that the U.L.E. responds to the needs of distance learning students. The following procedure describes the structured approach of the digital platform for the effective collection, analysis, and utilisation of student feedback in the context of its distance learning programmes.

At the end of each teaching period, students are asked to complete questionnaires about the distance learning courses they have attended. The questionnaires include questions about:

- The quality of the content and teaching material.
- The effectiveness of asynchronous teaching.
- The availability of academic staff for support.
- The technical and organisational support provided through the digital educational platform.

11.7. Ensuring Academic Integrity with Modern Digital Tools

The U.L.E. is committed to maintaining high academic standards and integrity by adopting technological solutions such as Turnitin plagiarism detection software and the Inspira exam surveillance system.

Students will submit their assignments via the educational platform, where they will be analysed by the Turnitin algorithm. The software compares the text of the assignment with an extensive database that includes academic articles, books, online publications, and student assignments. The result of the analysis is presented as a similarity report, which shows the percentage of the assignment that matches existing sources, as well as the percentage of text that has been created using Generative AI tools.

Inspira provides a secure environment for conducting remote exams. Students take exams from home or other locations, under the supervision of the software. The system uses cameras, microphones, and motion detection software to monitor student behaviour during the exam. In addition, it records the computer screen, preventing access to unauthorised sources or applications. Students taking exams through Inspira are asked to confirm their identity before starting. During the exam, the software monitors for any suspicious movements or behaviour, alerting invigilators through automated notifications. Upon completion of the exam, invigilators review the data and confirm that there have been no violations.

12. Health & Safety

The U.L.E. gives absolute priority to Health and Safety, striving for high standards for employees, students, and visitors. These standards are a strategic pillar of the U.L.E. and an integral part of the role of the Building complex Manager.

To achieve these goals, the U.L.E. focuses on proper preventive maintenance of facilities, compliance with legislation, the creation and implementation of Health and Safety policies, and the training of staff and students. At the same time, it supports the cultivation of a culture of safety through continuous monitoring and support of those responsible.

The operation of the facilities is reinforced by a network of specialised partners, while specially trained Health and Safety teams manage emergencies such as fires, earthquakes, or accidents. Their members are regularly trained in basic health and safety principles, fire safety, first aid, and risk management.

Members are selected based on criteria such as experience, composure, and organisational skills, and are trained by specialised bodies. Finally, policies and programmes reinforce the U.L.E.'s ongoing commitment to a safe environment.

(For more details, see U.L.E. Appendix 1)

13. Research and Innovation

Strengthening research activity and promoting innovation are key to the U.L.E.'s mission. By supporting research programmes and establishing partnerships with other research bodies, the U.L.E. aims to generate knowledge that has practical applications and contributes to social and economic development. The development of innovative ideas and the promotion of entrepreneurship will also be central elements of the research strategy.

Action plan:

1. Organisation of Annual Scientific Conferences (2025)

In 2025, annual scientific conferences will be organized; these conferences will provide a platform for the presentation of research projects and the exchange of ideas between academics and researchers. Collaboration with other institutions will strengthen the academic community and promote networking in the field of research.

2. Strengthening Participation in European Research Programmes (2025-2026)

From 2025 to 2026, the participation of the U.L.E. in European research programmes will be strengthened. This strategy will aim to increase funding for research projects and promote international cooperation. Participation in such programmes will strengthen the research capacity of the U.L.E. and expand opportunities for students and staff.

3. Activation of Staff Participation in Google Scholar (2025)

In 2025, academic staff participation in Google Scholar will be activated. This initiative will facilitate the promotion and recognition of staff research projects and publications, promoting academic transparency and enhancing the impact of research conducted at U.L.E.

14. Final Provisions

14.1. Revisions to the Regulations

These regulations may be revised upon approval by the Board of Directors and the parent university, in collaboration with the National Authority for Higher Education.

14.2. Entry into Force

The regulations shall enter into force on the date of their approval by the National Authority for Higher Education.

APPENDIX 1: HEALTH AND SAFETY POLICY

A key priority of the U.L.E. is to ensure high standards of Health & Safety in all facilities and activities for both staff, students, and visitors. High health and safety standards form the basis of a positive experience for employees and students, and ensuring these standards is an important part of the role of the Director of Building Complex.

To achieve this, we have focused on the following areas:

- Proper preventive maintenance of facilities and alignment of building operations with all regulations set by law.
- The appointment and training of a Safety Officer and Health & Safety Team in the building.
- The creation and communication of health and safety policies, procedures, and guidelines.
- Training human resources and students on critical health and safety issues and fostering a safety-focused culture.
- Continuously monitoring progress and supporting the Safety Officer and the H&S Team through training.

1. Proper Preventive Maintenance of Facilities and Enforcement of Regulations

The U.L.E. complies with all applicable legislation concerning its facilities. The building is constructed with the most reliable electrical and mechanical systems so that students and staff are in a safe environment.

The Building complex Director is responsible for ensuring that the building complies with legal and operational requirements. There is also an Operations Manager who assists in organising, collecting, and processing all regulatory obligations. The building also has a caretaker/janitor who is a member of the support staff and has the general oversight of day-to-day matters.

The operation of the building and the management of the facilities are also supported by a network of external partners listed below:

- Health & Safety: Safety Technician & On-site Physician
- Technical maintenance: Facilities Management Company & technicians of various sectors
- Legal & Regulatory Obligations: Civil Engineers, Mechanical Engineers, Architects

- Cleaning: Cleaning company.
- Security: Security company

At the central level, the Director oversees Operational Supervision. General supervision and direction for all building and health and safety issues is provided by the General Manager of Human Resources with the support of specialised personnel in central facilities and health and safety roles.

2. Health & Safety Team

The Safety Officer and the Health & Safety Team are the group of employees designated to promote the culture and implement all necessary Health and Safety practices and procedures at the facility, in full alignment with U.L.E. standards and policies.

This team is specially trained to activate all emergency response protocols and mechanisms and to provide first aid in the event of an accident involving people at the U.L.E. (employees, students, visitors, etc.). An emergency is defined as any situation that puts one or more people at risk of injury or death in the workplace or activity area (e.g. fire, earthquake, flood, entrapment, general injuries, criminal activity, armed invasion, etc.).

The Safety Officer and the Health & Safety team are required to ensure the proper and continuous training/updating of all people in the U.L.E. on all Health and Safety issues, as well as to intervene preventively by giving appropriate instructions to all employees, students, and visitors in any case of violation of safety rules.

3. Formation of a Health & Safety team

The number of members of the Health & Safety team is sufficient to meet the needs of the facility. This number is usually determined by the size of the facility and the number of staff or students visiting the facility.

The team is composed of a leader, who is usually also the Safety Officer, a deputy officer and members. It has the appropriate equipment and training, and any employee of the company/facility can participate in it. The Leader of each team is appointed by the management of the U.L.E. and may be different from the Safety Officer of the facility. The selection of the Deputy Officer and members of each team is determined by the Leader, in agreement with the General Management of the U.L.E.

The criteria for the number of people in these teams are indicated below:

- The nature of the facility's activities and workshops.
- The size of the building infrastructure and the number of employees at the facility.
- The number of students and visitors
- The risks of fire and its spread due to the nature of the activities of the facility.
- The risk of fire spreading from areas outside the business/facility.
- The risk of accidents.
- The risk of people becoming trapped, the need for their immediate rescue and evacuation of premises.
- The risk of disease transmission.

4. The duties of the Health & Safety Team

A basic prerequisite for the effective management of any emergency is calmness and critical thinking. With this in mind, the members of the H&S team are informed and trained so that they are aware of their duties, the most important of which are listed below:

- Implementation of all Health and Safety policies/procedures of the U.L.E. at the specific facility under their responsibility, ensuring that legal requirements and best practices are met.
- Regular inspection of the premises in terms of order, safety and cleanliness, and monitoring compliance with the relevant regulations.
- Organising emergency response drills (such as fire, earthquake, etc.) for their facility in agreement with the Safety Officer and the Building Director.
- Dealing with emergencies by coordinating and implementing the relevant U.L.E. protocols.
- Dealing with accidents or illnesses that occur in the workplace by organising first aid and analysing the causes to prevent recurrence.
- Organising training for employees, students and associates on safe working practices, fire safety, accident prevention, and the proper use of equipment.
- Knowledge of occupational hazards identified by the relevant occupational risk assessment study for the facility, and participation in the implementation of specific actions to address them in the best possible way, with the Safety Officer and the Director of the Building Complex.
- Implementation of prevention programmes and intervention in cases requiring immediate action to prevent accidents and illnesses, in consultation with the Safety Officer and the Director of the Building Complex.

- Taking all preventive measures, depending on the circumstances, to eliminate or reduce the conditions that could lead to fire and other hazards.
- Checking and taking the necessary measures to ensure that escape routes and emergency exits are kept clear at all times.
- Knowing the location of safety equipment to be used in case of emergency or evacuation and checking its condition at regular intervals.
- Ensuring that emergency plans are posted in appropriate locations (escape routes, emergency exits, stairwells, assembly points, fire protection equipment, etc.).
- Knowing the location and use of the facility's firefighting equipment, alarm buttons, emergency exits, and emergency telephones.
- Ensuring the accessibility and use of firefighting equipment and reporting any deficiencies or damage (fire extinguisher expiry date, refilling, etc.) to the Safety Officer and the Director of the Building Complex.
- Knowledge of the locations of electrical panels and other special electrical and mechanical installations and areas.
- Knowledge of the presence of employees in their areas of responsibility who have difficulty moving or use wheelchairs or are disabled.
- Implementation of all the U.L.E. programmes and local initiatives with regard to the development of a culture of high-quality Health & Safety standards.

5. Criteria for selecting members of the Health & Safety Team

The selection of members for the Health and Safety Team is critical to ensuring the effectiveness and efficiency of the team.

When selecting the leader, deputy officer and members of the team, the following are taken into account: 1. the nature of each person's role, 2. their experience and knowledge, and 3. certain individual characteristics that enhance the effectiveness of the team's operation.

In addition, the selection of team members includes at least one team member from each shift and each floor to ensure full coverage and coordination during a crisis.

More specifically, team members:

- Hold positions at the heart of the daily operations of the U.L.E. and are, therefore, very familiar with the areas of responsibility within the facilities.
- Have roles that keep them in the workplace on a daily basis and do not need to travel frequently to distant locations outside the facilities.
- Come from different positions/departments/levels of the U.L.E. (managers,

operational staff).

- They have been involved in the past in roles/initiatives/programmes/training and have knowledge related to health and safety, first aid, fire safety, etc., either at the U.L.E. or in similar positions in other organisations (if any).
- They have the ability to identify and analyse risks and problems.
- They work effectively with other team members and departments of the U.L.E.
- They remain calm and organised in emergencies/critical situations.
- They communicate effectively with all employees; they can convey messages and instructions to others clearly and effectively.
- Follow and effectively implement strict regulations and policies.
- They have high standards of ethics and integrity in their work.
- Manage and resolve conflicts that may arise within the team.
- Demonstrate a genuine interest in continuous learning.
- They clearly express an interest in ensuring the health and safety of their colleagues and a desire to contribute to the creation of a safe working environment for the U.L.E.

6. Training of Health and Safety Teams

The basic training of the H&S Team is organised in consultation with the management of the U.L.E. and is carried out by specialised training bodies and organisations.

In addition to basic training, the team leader also provides the following training to team members:

- Basic principles of health and safety in the workplace.
- Fire safety and evacuation of workplaces
- Causes of fires.
- Fire extinguishers and their use.
- Preventive and repressive measures and fire protection measures for the facility.
- Coordination and implementation of evacuation plans
- Specialised life support for adults with disabilities
- Protocol for evacuation from a lift or any confined space
- Personal protective equipment and its proper use.
- Information on the escape plan and indication of assembly points in case of fire, earthquake, etc.
- Emergency service telephone numbers (Fire Department, Emergency Services, etc.)

7. Training of Human Resources and Students in Health & Safety

In addition to the H&S Team, in collaboration with external specialist companies and partners, we implement a comprehensive training plan on critical Health & Safety issues for the other teams of the U.L.E., which covers:

- Seminars for all administrative employees in the Building complex on Health and Safety in the workplace and Fire Safety
- E-learning for teachers and
- Material that can be used by the academic staff to inform/train students

The aim of the U.L.E. through these training courses is, in addition to developing the knowledge of the people involved, to build a culture within the U.L.E. focused on safety.

The main topics covered in these training courses include fire safety, building evacuation and first aid, basic health and safety principles, as well as dealing with specific issues and risks related to daily operations.

8. Health & Safety Policies, Procedures, Guidelines & Tools

Through the development, communication and implementation of uniform Policies, Procedures, Guidelines and Tools, we ensure that there is a uniform framework for Health & Safety issues and that all those involved know how they are required to act in each case.

This framework is fundamental for:

- risk prevention, protection from accidents or issues relating to mental and physical health
- making sure everyone involved knows what to do in any situation and how to manage any risk
- overall, the creation of a positive working environment in which employees feel safe, protected and supported.

Some of the basic Health & Safety Policies and Guidelines are described below.

Health & Safety Policy and Guide

At the U.L.E., we have created a unified risk management & response policy that details the protocols and action memoranda that the Safety Officer, each Health & Safety team,

employees, students and visitors are required to implement in order to deal with threats and risks, as well as during the building evacuation process. This guide is used for the training, direction and detailed actions of all those involved, and on this basis, any corresponding exercises are completed.

Guide for Safety Technicians & On-site Physicians

Another guide has been created and communicated at the U.L.E. level regarding Safety Technicians and On-site Physicians, taking into account the provisions of the applicable legislation. The purpose of this guide is to provide all the necessary information required by the U.L.E. Safety Officer to ensure the successful implementation of the duties and practices of the Safety Technician and On-site Physician, in full alignment with the standards and policies of the U.L.E. for a safe working environment. Both the Safety Technician and the On-site Physician are institutional bodies as provided for by the legislation on Safety and Health at Work and the supervision of working conditions.

Guide to Organising the Relevant File of the Building Director

As part of the comprehensive organisation of the U.L.E. procedures and to ensure uniform compliance with applicable legislation, via the File Organisation Guide for the Building complex Manager, we clearly communicate all requirements regarding the recording, storage and timely renewal/updating of important certificates and documents, with the aim of ensuring their security and availability for internal and external audits (e.g. Fire Department, Labour Inspectorate). Based on this, the Building Director ensures that the following are always up to date for the building:

1. Fire Protection:
 - Approved inspection and maintenance log for active fire protection equipment.
 - Fire safety certificates
 - Escape plans, fire protection teams
2. Building installations
 - Electrician's certificates
 - Certificates of fuel gas network safety.
 - Kitchen ventilation system cleaning certificates.
 - F-GASES recording certificates
3. Elevators & Lifting Machinery:
 - Certificates of safe operation

- Certified lift monitoring logbook.
 - Maintenance and repair records.
4. On-site Health File:
- Individual Medical Files (IMF)
 - Documents accessible to the On-site Physician, Labour Inspectorate and employees (for their own files)
5. Safety Technician and On-site Physician's Reference Book:
- Approved by the Labour Inspectorate

Guides for Dealing with Specific Risks

The creation of specific guides further enhances the promotion of safety, responsibility and the smooth operation of the U.L.E. In emergencies, such as people being trapped in lifts, gas leaks, etc., it is important that everyone knows how to react safely, which is covered in these more specific guides provided for immediate response to the situation.

Health & Safety Tracker

Through the Health & Safety Tracker tool, which is completed by the Building complex Manager, we evaluate Health and Safety practices at the Annex level and per building so that we can take corrective action where necessary. The results of this tool also serve as a guide for the implementation of targeted improvement actions for all and the implementation of Health and Safety standards everywhere.

ANNEX 2: JOB DESCRIPTIONS of the U.L.E.

List of Job Positions
Job Descriptions – Central Organisational Structure Roles
Rector
Chief Executive Officer
Head of Registries
Head of Administration Office
Vice-Rector for Student Experience
Vice-Rector for Academic Affairs
Vice-Rector for Research & Innovation
Vice-Rector for Internationalisation
Dean of the School
Dean of Distance Education
Dean of Quality Assurance & Academic Standards
Quality Assurance & Academic Standards Executives
Head of International Partnership Development
Head of International Education Centre Development
Head of Liaison and Alumni Office
Head of Student Financial Services
Job Descriptions – Local Building complex Roles
Director of Building complex
Deputy Director of Academic Affairs
Department Chair
Head of Study Programmes
Academic staff
Ranking of Academic staff
Clinical Placement/Practical Training Coordinators
Head of Academic Registries
Academic Registry
Head of Academic Advisors
Academic Advisors
Student Support Services
Head of Operations
Building Support Services
Descriptions of General Directorates for Strategic Operations Support
Chief Executive Officer
General Directorate of Finance

General Directorate of Human Resources
General Directorate of Information Technology
General Directorate of Legal Affairs and Compliance
Marketing and Communications Department

Position Title:	Rector
Department:	Administration
Reports to:	Academic / Administrative Board
Participates in:	Administrative and Academic Board
Scope of Role	
The Rector is the academic head of the U.L.E., whose primary responsibility lies with the overall strategic management of the academic and research activities of the U.L.E. His/her role consists of developing and implementing the vision and mission of the U.L.E., ensuring the quality and excellence of the educational and research process, and strengthening the international competitiveness of the U.L.E. At the same time, the Rector works closely with the Administrative and Academic Board, the Deans of the Schools and other administrative bodies to ensure the consistency and efficiency of administrative operations. The role requires leadership skills, strategic planning and active contribution to the formulation of policies concerning the development of the U.L.E., innovation, research activity and the strengthening of academic programmes.	
Job Responsibilities	
The main responsibilities of the position include: <u>Strategic Planning and Development:</u> Defining the strategic direction of the U.L.E. with the aim of promoting academic and research excellence. Participating in the formulation and implementation of strategies that enhance the sustainable development of the U.L.E.; increase international cooperation and attract high-calibre students and academic staff. Promoting innovation and lifelong learning, ensuring that the U.L.E. responds to contemporary academic, technological and social developments. <u>Administration and Supervision of Academic Operations:</u> Overseeing the overall operation of the academic units, schools and departments of the U.L.E., ensuring the consistency, efficiency and quality of the educational programmes provided. Ensuring the U.L.E.'s compliance with national and international regulations governing higher education. Coordinating internal evaluation and certification procedures for study programmes and educational activities. Supporting the implementation of policies that promote quality assurance in education and research. <u>International Cooperation and Outreach:</u> Developing and managing strategic partnerships with international academic and research institutions. Promoting the U.L.E. as a centre of excellence in higher education, strengthening international recognition and participation in research networks and consortia. Enhancing student and academic mobility through exchange programmes such as Erasmus+ and other international cooperation programmes.	

Requirements & Qualifications for the Role Doctorate and significant academic career Extensive experience in administrative positions in academia Knowledge of national and international regulations for higher education
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Job Title:	Chief Executive Officer
Department:	Administration
Reports to:	Board of Directors
Participates in:	Administrative and Academic Board

Scope of Role

The Chief Executive Officer of U.L.E. is the most senior executive and has overall responsibility for the operation, development and strategy of U.L.E.
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Job Responsibilities

The main responsibilities of the position include: <u>Participation and Accountability:</u> The Chief Executive Officer participates ex officio in the Board of Directors (BoD) and the Academic Board, submits recommendations and reports on the operation and performance of the U.L.E., as well as on annual strategic planning. <u>Leadership and Executive Management:</u> He/she is responsible for the day-to-day operation of the U.L.E. and its ongoing development. <u>Strategy and Development:</u> He/she defines and implements the strategy of the U.L.E., establishes and manages international collaborations and study programmes; ensures cooperation with the parent university and the National Authority for Higher Education. <u>Human Resources Management:</u> Responsible for recruiting and managing staff, supervising the organisation and evaluation of academic and administrative units, and approving staff appointments. <u>Academic Quality and Planning:</u> He/she ensures the quality of study programmes and academic staff, oversees the approval of new or revised programmes, and collaborates with the Quality & Standards Department and the International Relations Office to formulate relevant agreements. <u>Financial Planning:</u> He/she oversees the budgets and financial operations of the Departments and Schools, ensuring efficient administrative support for academic activities. <u>Representation:</u> He/she officially represents the U.L.E. in national and international organisations, universities and partners.

Requirements & Qualifications for the Role Master's or Doctorate degree Significant experience in academic and research activities, as well as previous experience in an administrative position Knowledge of education and research funding policies

Experience in international collaborations & knowledge of change management strategies in educational institutions
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Position Title:	General Head of Registries
Department:	Academic Registries
Reports to:	General Executive Director
Participates in:	Academic and Administrative Committees
Scope of Role	
The General Head of Registries of the U.L.E. is responsible for organising, coordinating and supervising the operation of the Registries of the U.L.E. building complex. He/she ensures compliance with the regulations as defined by the National Authority for Higher Education and the parent university, as well as the standardisation and evaluation of legal documents. Through cooperation with the Registries, he/she coordinates the registration process and ensures the smooth and lawful operation of the U.L.E.	
Job Responsibilities	
The main responsibilities of the position include: Maintaining and archiving student records in accordance with the U.L.E.'s records management policy. Providing advice on changes in legislation relating to Higher Education. Working with the parent university to resolve student issues and issue degrees, diplomas and transcripts, and supervising and supporting the Registries of the U.L.E. building complex. Ensuring the proper implementation of policies and procedures related to the administrative operation of the U.L.E.	
Requirements & Qualifications for the Role Higher Education Degree. Postgraduate degree (desirable). Previous experience in team management positions at a higher education institution. Developed organisational and team management skills. Excellent command of Greek and English, both spoken and written	

Job Title:	Head of Administration Office
Department:	Administration
Reports to:	Executive Director

Participates in:	Administrative Committees
Scope of Role	
The Head of Administration Office is responsible for the smooth operation of the office, supporting management and managing administrative tasks. The role requires excellent organisational skills, coordination abilities, and effective communication with colleagues from different departments of the U.L.E.	
Job Responsibilities	
The main responsibilities of the position include: Managing the day-to-day operations of the Administration office Drafting and managing documents, reports and presentations Organising and monitoring meetings, as well as keeping minutes Managing correspondence and emails with agencies and authorities	
Requirements & Qualifications for the Role University degree At least 3 years of previous experience in a similar position Excellent knowledge of Greek and English (spoken and written) and excellent computer skills (MS Office, management software) Organisational, time management and prioritisation skills, communication and collaboration skills	
Position Title:	Vice-Rector(s)
Department:	Administration
Reports to:	Vice-Chancellor
Participates in:	Administrative and Academic Committees
Scope of Role	
The Vice-Rector(s) provides/provide primary administrative leadership, representation, direction and evaluation for all academic activities and affairs of the U.L.E., according to their area of responsibility.	
Job Responsibilities	
<u>Vice-Rector for Student Experience:</u> The Vice-Rector for Student Experience is responsible for a unified system aimed at providing high-quality services to applicants, students and graduates. The Vice-Rector for Student Welfare coordinates and trains the Academic Advisors of the U.L.E. and student service staff, ensuring effective service and compliance with financial policy. The Vice-Rector for Student Affairs reports to the Rector of the U.L.E., supporting the continuous improvement of services.	

Vice-Rector for Internationalisation:

The Vice-Rector for Internationalisation is responsible for the internationalisation of the U.L.E. and the supervision of the International Office. His/her responsibilities include the creation of international study programmes, the development and management of an international network of collaborations (universities, institutions), the introduction of new educational initiatives, such as summer courses, professor-led courses, study abroad programmes, and the management of joint international programmes with the parent university. The Vice-Rector for Internationalisation reports to the Rector of the U.L.E.

Vice-Rector for Research & Innovation

The Vice-Rector for Research & Innovation is responsible for the design, development and coordination of the Research and Innovation strategy, focusing on objectives such as the promotion of applied research, developing partnerships for external funding, collaborations with other academic institutions and organisations, and supporting a sustainable research environment. The Vice-Rector for Research & Innovation coordinates the ethics and innovation committees and reports to the Rector of the U.L.E.

Vice-Rector for Academic Affairs

The Vice-Rector for Academic Affairs provides administrative leadership and coordination for all academic activities and faculty affairs, ensuring consistency and compliance with academic standards. This includes chairing academic committees, developing teaching and learning strategies, overseeing staffing and training, and implementing new academic programmes and collaborations, in line with the strategy of the U.L.E. He/she reports to the Rector of the U.L.E.

Requirements & Qualifications for the Role

Academic Qualifications: Doctorate in a subject relevant to the school.

Professional Experience: Significant experience in academic and research activities, as well as previous experience in an administrative position | Knowledge of education and research funding policies | Experience in international collaborations | Knowledge of change management strategies in educational institutions.

Leadership Skills: Ability to inspire and guide teams towards achieving goals.

Administrative Skills: Effective resource management, organisational skills and decision-making.

Position Title:	Dean of School
Department:	Academic Staff
Reports to:	Vice-Rector for Academic Affairs
Participates in:	Dean's Board

Scope of Role

The **Dean of School** oversees the quality, delivery and effectiveness of academic programmes within the School. This position combines leadership, administrative and educational responsibilities to

ensure that the academic services provided meet the highest standards of quality and provide an enriched educational experience for students. The Dean works with the administration, faculty, staff, and students to achieve academic excellence and contribute to the success of the School as a whole.

Job Responsibilities

The main responsibilities of the position include:

Ensuring the consistent implementation of the academic programmes and services of the U.L.E.

Ensuring the effective implementation of quality standards, as defined by the relevant policies of the U.L.E.

Developing and improving the School's academic programmes.

Supporting the academic staff of the School by providing guidance on the development and consolidation of a culture of excellence in teaching and research

Requirements & Qualifications for the Role

Doctorate in a scientific subject related to the academic focus of the department

Proven experience in academic leadership and team management in higher education institutions

Proven experience in implementing faculty development strategies at higher education institutions

Familiarity with accreditation standards and evaluation procedures in higher education

Position Title:	Dean of Distance Education
Department:	Academic Staff
Reports to:	Vice-Rector for Academic Affairs
Participates in:	Administrative and Academic Committees

Scope of Role

The **Dean of Distance Education** is responsible for the design, development and management of U.L.E.'s online programmes, ensuring the provision of high-quality educational experiences. The role involves strategic leadership to improve the online student experience, adopt innovative educational practices, and make effective use of learning technologies.

Job Responsibilities

The main responsibilities include:

Programme Quality Assurance: Ensuring the quality of online programmes and their compliance with academic standards and accreditation requirements

Adoption of Learning Technologies: Implementing modern technologies and learning tools that promote interactivity and student engagement

Strategic Planning: Developing strategies to promote online learning, focusing on the student experience and labour market requirements, as well as the design, development and continuous improvement of online courses and curricula, in collaboration with academic teams.

Collaboration with Departments: Collaboration with academic and administrative units for the effective integration of online learning into U.L.E. programmes.
Requirements & Qualifications for the Role Doctorate in a relevant field (e.g. Educational Technology, Higher Education or Educational Programme Management) Proven experience in the design and management of online programmes in higher education institutions and in the use of online learning platforms (LMS) and e-learning technologies Knowledge of accreditation procedures and evaluation standards in Higher Education Ability to lead teams and collaborate effectively with academic and administrative staff

Job Title:	Dean of Quality Assurance & Academic Standards
Department:	Academic / Administrative Staff
Reports to:	General Executive Director
Participates in:	Quality and Academic Affairs Committee
Scope of Role The Dean of Quality Assurance (Academic) Standards is responsible for ensuring and continuously improving the academic standards and quality mechanisms of the U.L.E. He/she leads the development and management of quality procedures, supporting the implementation of collaborations and controls.	
Job Responsibilities The main responsibilities of the position include: Ensuring the maintenance of high-quality academic procedures and standards Developing and implementing internal and external quality assurance procedures Supporting the Chief Executive Officer in quality assurance and evaluation projects Coordinating between academic and administrative staff to ensure consistent and proper implementation of procedures	
Requirements & Qualifications for the Role Doctorate in a scientific subject related to the academic focus of the department Proven experience in academic leadership and team management in higher education institutions Proven experience in implementing faculty development strategies at higher education institutions Familiarity with accreditation standards and evaluation procedures in higher education	

Job Title:	Quality Assurance & (Academic) Standards Executives
Department:	Administrative Staff
Reports to:	Dean of Quality Assurance and (Academic) Standards

Participates in:	Routine Quality and Academic Affairs meetings
Scope of Role Quality Assurance and Academic Standards executives are responsible for ensuring and continuously improving the academic standards and quality mechanisms of the U.L.E.	
Job Responsibilities The main responsibilities of the position include: Ensuring the maintenance of high-quality academic procedures and standards Developing and implementing internal and external quality assurance procedures Supporting U.L.E. academic teams in quality assurance and curriculum evaluation projects Coordinating between academic and administrative managers to ensure consistent and proper implementation of procedures	
Requirements & Qualifications for the Role Higher Education Degree. Postgraduate degree (desirable). Ability to manage time and perform multiple tasks (multi-tasking) Excellent command of Greek and English, both spoken and written Familiarity with accreditation standards and evaluation procedures in higher education	

Job Title:	Head of International Partnership Development
Department:	Administration
Reports to:	Vice-Rector for Internationalisation
Participates in:	Administrative Committees
Scope of Role The Head of International Partnership Development is responsible for developing and executing strategies to strengthen and maintain the global reputation of the U.L.E. as a leading U.L.E. for education, research and innovation. This role involves working with internal stakeholders and external partners to position the branch at the forefront of the global academic community, while strengthening positive international relations.	
Job Responsibilities The main responsibilities of the position include: Implementing a comprehensive strategy to improve the global reputation of the U.L.E. Establishing and cultivating relationships with international media, government agencies, and educational organisations and institutions Developing the U.L.E.'s brand internationally by promoting achievements, research discoveries and academic excellence Participation in global events, such as academic conferences, to promote the U.L.E.	

Requirements & Qualifications for the Role Master's or Doctorate degree Significant experience in academic and research activities, as well as previous experience in a management position Proven experience in implementing reputation and promotion strategies Significant experience in issues related to international reputation.
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Job Title:	Head of International Education Centre Development
Department:	Administration
Reports to:	Vice-Rector for Internationalisation
Participates in:	Administrative Committees
Scope of Role	
The International Education Centre Development offers online university programmes, executive education, and continuing education and lifelong learning programmes in collaboration with leading educational organisations from around the world.	
Job Responsibilities	
The main responsibilities of the position include: Implementing a comprehensive strategy for the improvement of the International Education Centre Establishing and cultivating relationships with educational organisations and institutions Developing the centre's brand internationally by promoting achievements, research discoveries and academic excellence	
Requirements & Qualifications for the Role Master's or Doctorate degree Significant experience in academic and research activities, as well as previous experience in an administrative position Proven experience in implementing reputation and promotion strategies Significant experience in matters related to international reputation	
Job Title:	Head of the Liaison and Alumni Office
Department:	Employment, Career and Alumni
Reports to:	Director of Student Welfare
Participates in:	Meetings with administrative and academic staff for routine tasks
Scope of Role	
The Head of the Liaison and Alumni Office is responsible for overseeing and guiding the strategic development of employability services for students and alumni of the U.L.E., managing the career office, and promoting long-term relationships with its graduates. This position involves collaborating	

across departments, providing guidance and leadership to the career services team, and developing initiatives to ensure that students and graduates are well-prepared for the job market.
Job Responsibilities The main responsibilities of the position include: Developing and implementing initiatives to enhance students' employability, ensuring a comprehensive approach to employability across all study programmes Coordinating career workshops Cultivating and maintaining relationships with alumni to support professional development initiatives, internships and employment opportunities for students Creating and cultivating a network with external organisations, employers, professional networks and other relevant bodies to create job placement and networking opportunities for students and graduates
Requirements & Qualifications for the Role Bachelor's degree (required) or Master's degree in a relevant field (preferable). Proven experience in career services, employability, alumni relations or related fields, in a senior management position, in educational institutions Excellent skills in building relationships with employers, graduates, students and academic staff. Proven track record in developing and managing employer partnerships and graduate engagement strategies

Job Title:	Head of Student Financial Services
Department:	Student Financial Services
Reports to:	Director of Student Welfare
Participates in:	Meetings with administrative staff for routine tasks
Scope of Role The Head of Student Financial Services is a key leadership role responsible for overseeing, managing and monitoring compliance with debt repayment plans. At the same time, he/she actively promotes the human-centred approach of the U.L.E. towards all its students by implementing flexible repayment plans tailored to the individual needs of each student.	
Job Responsibilities The main responsibilities of the position include: Coordinating, supervising and developing the team and the financial services department Ensuring the systematic monitoring of overdue instalments and monitoring compliance with debt repayment plans Monitoring the successful management of the financial portfolio to reduce the time taken to settle and minimise overdue debts	

Providing information to management and relevant departments (reporting)	
Requirements & Qualifications for the Role A Higher Education degree Proven experience in a similar position in a structured work environment Ability to handle confidential matters with discretion and professionalism Building a relationship of trust with students through a people-centred approach	
Job Title:	Building Complex Director
Department:	Administrative Staff
Reports to:	Chief Executive Officer
Participates in:	Administrative Committees
Scope of Role The Building Complex Director is responsible for implementing the educational policy as defined by the U.L.E. Administration. As a result, he/she plans, organises, controls and evaluates all educational processes, as well as the people involved in management positions in the building complex. He/she is also responsible for implementing the regulations of both the parent university and the internal operating regulations of the U.L.E.	
Job Responsibilities The main responsibilities of the position include: The effective execution of the daily operations of his/her area of responsibility Effectively managing the human resources of the building complex under his/her responsibility Implementing the strategy regarding the commercial and operational policies of the U.L.E. The successful implementation of the educational policy of the U.L.E. as defined by the U.L.E. Management.	
Requirements & Qualifications for the Role University degree or postgraduate degree (preferably in Science or Economics/Business Administration) 5+ years of experience in a similar management position (team management) in the service sector Excellent project and team management skills with clear goal setting Proven experience in team management in structured work environments	

Job Title:	Deputy Director of Academic Affairs (Building complex)
Department:	Academic / Administrative Staff
Reports to:	Vice-Rector for Academic Affairs / Director of Building Complex (for the operational responsibilities of the role)
Participates in:	
Scope of Role The Deputy Director of Academic Affairs (Building complex) is responsible for implementing the vision and academic strategies of the U.L.E. and supervises, assesses and evaluates the overall performance of all Departments/Programmes and academic staff within the building complex under his/her responsibility. The Academic Deputy Director is also responsible for the overall coordination of programmes and works closely with the Deans of the Schools and the Heads of Study Programmes offered in the building complex.	
Job Responsibilities The main responsibilities of the position include: Working with the Deputy Vice-Chancellor for Academic Affairs and the Dean of Quality to ensure compliance with regulatory frameworks, Codes of Practice, policies and procedures of the parent university governing U.L.E. programmes. Ensuring the quality of the U.L.E. student experience and the effective implementation of the corresponding U.L.E. policies. The successful implementation of the annual academic calendar and the support of the academic team of the building complex. Working closely with the other departments of the building complex and with its Director to ensure the effective academic and functional operation of the building complex.	
Requirements & Qualifications for the Role Doctorate in a scientific subject related to the academic focus of the department Proven experience in academic leadership and team management Previous teaching experience at university level Familiarity with accreditation standards and evaluation procedures in higher education	

Position Title:	Department Chair
Department:	Academic Staff
Reports to:	Deputy Director of Academic Affairs, Building complex, U.L.E. / Vice-Rector for Academic Affairs
Participates in:	Academic Programme Committee (Programme Committee Meeting) / Examination Board (Board of Examiners) / Academic committees of the U.L.E.
Scope of Role	

The Department Chair is responsible for the day-to-day academic management of the School's Department and the welfare of students to ensure the quality of education provided within the U.L.E. Their responsibilities include primary administrative leadership, direction and evaluation for all academic activities of the School Department, among others.
Job Responsibilities The main responsibilities of the position include: Coordinating with the Heads of Study Programmes regarding the smooth academic and administrative operation of the Department Supervising and ensuring the implementation of the Annual Academic Calendar activities for the School's Programmes Participating in departmental and other academic meetings within the School (e.g. Heads of Study Programmes) Collaborating with departments of the U.L.E. to strengthen the promotion and external profile of the School, in accordance with its overall strategic plan
Requirements & Qualifications for the Role Doctorate in a scientific subject related to the academic focus of the department Proven experience in academic leadership and team management Previous teaching experience at university level Familiarity with accreditation standards and evaluation procedures in Higher Education

Position Title:	Head of Study Programmes
Department:	Academic Staff
Reports to:	Head of School / Academic Deputy Director of Building complex U.L.E. / Dean of School
Participates in:	Programme Committee Meeting / Board of Examiners
Scope of Role	
The Head of Study Programmes plays a central role in overseeing and improving the quality, delivery and effectiveness of academic programmes within the designated Department. This position combines leadership, administrative and educational responsibilities to ensure that academic services align with the mission of the U.L.E., meet the highest quality standards, and provide an enriched educational experience for students. He/she works with faculty, staff and students to achieve academic excellence and contribute to the success of the Programme and the Department as a whole.	
Job Responsibilities The main responsibilities of the position include: Managing the academic needs of programmes in their area of responsibility	

Overseeing student enrolment, progress and retention Planning actions for the smooth integration and adaptation of students to the study programmes through academic interviews and admission (start of term or academic year) Collaborating with the Dean of the School and the Deputy Director to fulfil the U.L.E.'mission
Requirements & Qualifications for the Role Doctorate in a scientific subject related to the academic focus of the department Proven experience in academic leadership and team management Previous teaching experience at university level Familiarity with accreditation standards and evaluation procedures in higher education

Position Title:	Academic Staff
Department:	Academic Staff
Reports to:	Head of Study Programme
Participates in:	Department and U.L.E. committees (e.g. study programmes, evaluation)
Scope of Role	
The academic staff of the U.L.E. plays a decisive role in shaping the academic development of their students and shows commitment to excellence in teaching and research.	
Job Responsibilities	
The main responsibilities of the position include: <u>Teaching and Education:</u> Designing and teaching courses at undergraduate, postgraduate and doctoral level Creating and distributing educational materials, such as notes, presentations and laboratory exercises Assessing students through examinations, assignments and presentations <u>Academic Guidance:</u> Providing counselling support and guidance to students regarding their studies and career paths Supervision of dissertations Promoting a dynamic and inclusive learning environment that encourages critical thinking and active participation <u>Administrative Responsibilities:</u> Participation in Department and U.L.E. committees (e.g. study programmes, evaluation) Contributing to the improvement and development of academic programmes Organising events, conferences and workshops	

Requirements & Qualifications for the Role Doctorate in the field of expertise Significant scientific work, proven through publications in international journals and conferences. Experience in teaching and/or supervising students at higher education institutions. Excellent knowledge of Greek and English.
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Title:	Clinical Placement/Practical Training Coordinators
Department:	Academic Staff / Student Support Services
Reports to:	Heads of Programmes / School Heads / Academic Deputy Director of the Building complex

Scope of Role In all academic programmes of the U.L.E. departments, involving practice, supervised practical / clinical training of students is compulsory as part of their studies. The quality and validity of practical / clinical training is considered one of the most important phases of the educational process by the parent university, as it is a prerequisite for both academic graduation and familiarisation with real working conditions and the acquisition of professional rights. At U.L.E., practical/clinical training is carried out in collaboration with the largest public and private hospitals, rehabilitation centres, treatment centres and clinics, nurseries and kindergartens, businesses and organisations, and often serves as a springboard for the subsequent successful professional careers of graduates. Members of the wider academic staff of the U.L.E. are responsible for organisational matters relating to the procedures required for the supervised practical/clinical placements of students as part of their studies, within the scope of their responsibilities based on their organisational role (professors, programme coordinators, school heads).
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Responsibilities: The main responsibilities include: Ensuring that placements meet academic standards and professional regulations. Establishing and maintaining relationships with organisations, clinics and other professional bodies to secure placements. Guiding students throughout their placements, providing regular support and feedback to improve their experience Collecting and evaluating reports from students and practice sites to ensure a high-quality experience
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Requirements & Qualifications for the Roles [The qualifications required for the academic staff roles described above] Excellent organisational skills and project management abilities Communication and interpersonal skills for managing relationships with students, academics and professional bodies Knowledge of regulations and professional standards for practical training and clinical placement

Position Title:	Head of Academic Registries
Department:	Academic Registries Department
Reports to:	General Head of Registries
Participates in:	Meetings of academic registries for regular daily operations, and/or in the Examination Committees (Board of Examiners)
Scope of Role	
The Head of Academic Registries coordinates the academic registries of the programmes in the building. He/she reports to the General Head of Registries and works closely with the Deputy Director of Academic Affairs of the respective building complex of the U.L.E. and the Heads of Study Programmes.	
Job Responsibilities	
The main responsibilities of the position include: Implementation of the Internal Regulations of the U.L.E. Keeping the records of the building complex, as well as the Regulations of the parent university Ensuring the effective coordination of the registries of the U.L.E. building complex programmes Supporting examination procedures (planning, distribution of exam papers, recording of marks)	
Requirements & Qualifications for the Role Higher Education Degree Previous experience in team management positions Developed organisational and team management skills Excellent command of Greek and English, both spoken and written	

Job Title:	Academic Registry
Department:	Academic Registries Department
Reports to:	Head of Academic Registries
Participates in:	Meetings of academic registries for routine tasks, and/or in the Board of Examiners
Scope of Role	
The Academic Registry supports the administrative and academic operation, ensuring the smooth flow of communication between students, professors and administrative services.	
Job Responsibilities	
The main responsibilities of the position include: Overseeing the operation of academic procedures and communication with the parent university	

Ensuring the efficient provision of administrative support to the academic programmes that will be assigned Ensuring smooth and effective communication and service to students and academic staff of the U.L.E. in the academic programmes to be assigned Proper maintenance of electronic and paper records for academic programmes under its responsibility
Requirements & Qualifications for the Role University degree Previous experience in a similar position Excellent command of Greek and English, both spoken and written Ability to manage time and perform multiple tasks (multi-tasking)

Job Title:	Head of Academic Advisors
Department:	Academic Advisors Department
Reports to:	Director of Building Complex / Vice-Rector for Student Experience
Participates in:	Academic advisor meetings for routine tasks
Scope of Role	
The Head of Academic Advisors is responsible for managing and guiding the team of academic advisors, ensuring the effective provision of advisory services to students and the achievement of the objectives of the U.L.E. The role requires strategic planning, performance monitoring and collaboration with other departments for the continuous improvement of services.	
Job Responsibilities	
The main responsibilities include: Coordinating, supervising, and developing the team of academic advisors to ensure high-quality services Ensuring the proper implementation of policies and procedures for enrolment, scholarships and student monitoring Developing and implementing strategies to improve the student experience and achieve educational and financial goals Collaborating with other departments, such as academic and financial, to ensure the smooth flow of information and meet student needs	
Requirements & Qualifications for the Role Bachelor's or Master's degree in Higher Education Excellent command of written and spoken Greek and English Knowledge of trends in higher education and the education services market.	

Proven experience in team management, project management and/or strategic planning.

Job Title:	Academic Advisor
Department:	Academic Advisors Department
Reports to:	Head of Academic Advisors
Participates in:	Meetings of academic advisors for routine tasks
Scope of Role	
The Academic Advisor provides guidance to students regarding study programmes, educational options and graduation requirements. They support decision-making based on students' goals and needs so that they can successfully complete their enrolment in the programme of their choice at the U.L.E.	
Job Responsibilities	
The main responsibilities of the position include: Preparing and conducting structured educational briefings for those interested in the U.L.E.'s programmes and services, as well as investigating and assessing the educational needs of prospective students. Providing individual counselling to interested parties with the aim of effective enrolment in the U.L.E. programmes. Informing interested parties about the tuition and scholarship policies of the U.L.E. Proper management and effective monitoring of the financial obligations of each enrolment agreement.	
Requirements & Qualifications for the Role	
Higher Education Degree	
Postgraduate degree (desirable)	
Very good command of written and spoken Greek and English	
Experience in using CRM programmes	

Title:	Student Support Services
Department:	Student Support Services Department
Reports to:	Director of the Building complex / Deputy Director of Academic Affairs
Scope of Role	

Student welfare and support, offered throughout their studies through special programmes, services and activities, is based on the students' personal development, so that they can achieve high performance in their academic studies and secure excellent prospects for professional settlement and recognition. The U.L.E. believes that the creation of a supportive and inclusive environment is a prerequisite for the full development of each student's potential.

Responsibilities:

Student Counselling Centre

The U.L.E. offers counselling services to support students facing personal, social or work-related problems that affect their academic progress. Assistance is provided in a strictly confidential setting by certified mental health professionals or supervised therapists. The Counselling Centre focuses on understanding and addressing issues such as anxiety, depression, family or work crises and bullying, offering support in a non-judgmental manner.

Academic Learning Centre

The Academic Learning Centre provides free services to students to enhance their academic skills, such as improving academic writing, study strategies, research project management and avoiding plagiarism. It also offers support in using software (Microsoft Office) to prepare assignments and presentations, while the use of plagiarism detection software (Turnitin) is mandatory for submitting assignments. Individual or group sessions with the Centre's specialised staff are scheduled by appointment, which students can book via email or the university portal.

Support for Students with Special Learning Needs

The U.L.E. ensures equal access to learning for students with SEN by providing personalised support. Each School has staff responsible for SEN issues, who offer technological and practical assistance. Support includes exam modifications, library loans, use of specialised software and support for learning difficulties. In addition, advice is provided to lecturers on adapting teaching materials, while academic advisors liaise with staff to ensure appropriate support is provided.

Alumni Office

The Alumni Office acts as a bridge between the U.L.E. and its graduates, as well as the job market. Its goal is to strengthen relationships with graduates, develop strategic partnerships, and create a community that promotes the educational values of the U.L.E. It provides support for the professional careers of graduates, raising their awareness of social issues and encouraging voluntary participation. In addition, it provides information on professional rights and guidance on the process of obtaining recognition.

Employability and Career Centre

The U.L.E. strengthens links with the labour market through the Employability and Career Centre, which provides support services to students and graduates for their professional rehabilitation. The Centre organises meetings for CV writing and interviews, as well as workshops for skills development. It also organises career days to bring students into direct contact with business representatives, facilitating the transition from education to the labour market.

English Language Department

The English Language Department of the U.L.E. aims to familiarise students with the English language skills required for their studies. Courses are open to both undergraduate and postgraduate students. Students may enroll in the English Language Learning Centre's programmes because they are enrolled in an academic programme that includes instruction and assessment in English, because they wish to meet the requirements of academic research through the use of foreign-language literature, or because they wish to enhance their knowledge and develop professionally. In any case, the aim of the U.L.E. is to develop and provide programmes that meet the highest academic standards and successfully respond to the challenges faced by students during their studies.

Library

All U.L.E. members are encouraged to use the library which operates in the U.L.E. building. The U.L.E. library is open daily from 09:00 to 20:00. It provides a variety of resources and services. All students, teaching and administrative staff of the U.L.E. are entitled to using the library. Access to the library and use of its services is strictly personal and cannot be transferred to third parties. The borrowing process depends on the type of material being borrowed and the status of the student or staff member.

Research and Innovation Centre

The Centre for Teaching, Research and Technology provides a supportive environment through tools to enhance teaching, research and innovation in the educational process. With the aim of supporting the implementation of the U.L.E.'s mission, which is to provide quality education with a focus on applied research, the C.R.I.T. provides the following services:

Research Design (methodological approach) and Statistical Analysis

Seminars on research-related topics (quantitative and qualitative methodology, various statistical analyses, use of software, e.g. SPSS)

Consulting on the use of technology in education

Open lectures by distinguished speakers on topics related to research, innovation and entrepreneurship

Requirements & Qualifications for the Roles of Student Support Services Staff

Bachelor's or Master's degree in a field related to the role/department

Previous experience in roles related to the subject matter of the department

Ability to manage multiple tasks and priorities

Knowledge of tools such as Microsoft Office, CRM systems, and distance learning platforms

Job Title:	Head of Operations
Department:	Administrative Staff
Reports to:	Building complex Director (for the operational responsibilities of the role)
Participates in:	
Job Responsibilities The main responsibilities of the position include: Overseeing the day-to-day operations and maintenance of the facilities and building complex Ensuring compliance with safety, fire protection and environmental management regulations Monitoring and improving the efficiency of maintenance and operating procedures	
Requirements & Qualifications for the Role University degree or postgraduate degree (preferably in science or economics/business administration) 5+ years of experience in a similar management position (team management) in the service sector Excellent project and team management skills with clear goal setting Proven experience in team management in structured work environments	

Title:	Building Support Services
Department:	Student Support Services
Report to:	Director of Building complex / Head of Building complex Operations
Scope of Role The role of the building complex support services is to ensure the effective operation and management of the infrastructure and facilities of the U.L.E., supporting the needs of students, staff and visitors. The staff of the Building Support Services are called upon to ensure the safety, maintenance and continuous improvement of the building facilities in order to promote a comfortable, functional and friendly environment.	
Responsibilities: <u>Reception and Telephone Service for the Building complex</u>	

Welcoming students, staff and visitors, ensuring a positive service experience
 Managing requests and providing guidance on the use of building facilities
 Providing information on U.L.E. rules and procedures relating to infrastructure
 Collaborating with maintenance and security teams to resolve issues promptly
 Managing and scheduling reservations for common areas (halls, events, etc.).
 Providing basic information about the facilities and access to them

Building complex Financial Services

Management of financial transactions relating to the use of building infrastructure (e.g. space reservations, equipment)
 Keeping financial records and issuing receipts
 Supervision and recording of daily financial transactions
 Cooperation with the financial management departments of the U.L.E. for the submission of reports

Information Systems Managers

Providing technical support for IT systems and equipment (e.g. networks, security systems, access management)
 Troubleshooting technical problems and resolving malfunctions
 Management and maintenance of technological equipment in common areas (e.g. study rooms, library)
 Updating, installing and upgrading software and systems, in accordance with the central IT department of the U.L.E.

Building complex Caretakers

Support in the transfer and installation of equipment for events or other activities
 Carrying out checks on the facilities to immediately address damage or maintenance needs
 Notifying the relevant departments of problems or malfunctions in the premises
 Enforcing safety regulations and reporting incidents that require intervention

Requirements & Qualifications for the Roles

Vocational Training Institute/Technical College/University Degree
 Previous experience relevant to the role
 Skills in managing multiple tasks and priorities
 Knowledge of tools such as Microsoft Office, CRM systems

Job Title:	Call Centre Manager
Department:	Call Centre
Reports to:	Director of Student Welfare

Participates in:	Meetings with administrative staff for routine tasks
Scope of Role The Call Centre Manager is a key leadership role responsible for overseeing and managing the operations of the U.L.E. call centre. The primary objective of this department is to ensure that high-quality service is provided to prospective students by answering their questions, providing basic information about U.L.E. study programmes, and encouraging visits to the U.L.E. This role requires strong strategic and operational leadership to create a team focused on the prospective student, thus, enhancing the U.L.E. brand and supporting the enrolment goals and subsequently the academic advisors' department.	
Job Responsibilities The main responsibilities of the position include: - Coordinating, supervising and developing the call centre team to ensure high quality service delivery - Ensuring the proper implementation of policies and procedures for informing prospective students - Collaborating with other departments, such as the academic advisors department, to ensure the smooth flow of the necessary information for the best possible service to interested parties. - Developing and implementing strategies to improve the service experience for interested parties	
Requirements & Qualifications for the Role - Vocational Training Institute/Technical College/University Degree - Proven experience in managing a call centre team with a high volume of incoming calls - Experience in data entry processes on platforms and CRM systems - Skills in managing multiple tasks and priorities	

Title: General Directorates for Strategic Operations Support
Directorates-Departments: - General Directorate of Finance - General Directorate of Human Resources - General Directorate of Information Technology - General Directorate of Legal Affairs and Compliance - Marketing and Communications Department
Reporting to: Chief Executive Officer
Purpose & Responsibilities
<u>CEO (Chief Executive Officer)</u> The Chief Executive Officer is the senior executive of the U.L.E., responsible for its overall strategic and operational management, and reports to the Board of Directors of U.L.E. The main responsibilities include:

Making important strategic decisions and investments in collaboration with the Board of Directors
The effective organisation of the U.L.E. and the setting of short-term and long-term goals
Publicly representing the U.L.E. and ensuring its excellent reputation and cooperation with all institutions and bodies
Establishing and communicating the U.L.E.'s Vision and Strategy and cultivating a strong corporate culture

CFO (Chief Financial Officer)

The General Manager of Financial Services is responsible for the financial management of the U.L.E. He/she monitors and controls the corporate budget, financial reports and analysis of financial data, the U.L.E.'s investment plan, guides the financing strategy and is responsible for the accounting function and corresponding teams and resources.

Their main responsibilities include:

Planning the financial strategy of the U.L.E.

Planning, controlling and implementing the financial budget

Planning strategic investments with simultaneous risk analysis and control

Full control of the accounting operations of the U.L.E. and corresponding resources and teams, and management of relationships and collaborations with suppliers

Management Executives:

The *Director of Financial Transition* is Responsible for the planning and implementation of strategic initiatives that modernise financial operations, optimise processes and promote efficiency through innovative tools and practices.

The *Head of Financial Planning & Analysis* manages strategic financial planning, monitors performance indicators and provides analysis for critical business decisions.

The *Head of Accounting* oversees all accounting functions, ensuring accuracy, compliance with standards, and timely submission of financial reports.

The *Head of Procurement* manages all accounting functions, ensuring accuracy, compliance with standards, and timely submission of financial reports.

CTO (Chief Technical Officer)

The Chief Technical Officer is responsible for managing the technological strategy and development of the U.L.E. He/she oversees the creation and management of technical systems, innovation and the utilisation of technology to achieve business objectives.

Their main responsibilities include:

Formulating strategy with regard to technology, information systems and equipment

Maintaining and controlling the financial budget for the technological infrastructure and needs of the U.L.E.

Supervising and controlling technological infrastructure and ensuring its functionality and effectiveness

Providing assistance and support to the departments and individual functions of the U.L.E. for the proper and profitable use of technology

Management executives:

Head of IT & Project Coordination: They are responsible for formulating IT strategy, managing critical projects and coordinating teams to achieve business objectives through technological solutions.

IT Project Managers: They manage the implementation and monitoring of IT projects, ensuring compliance with schedules, resources and quality specifications.

IT Infrastructure Manager: They lead the strategy for designing, developing, and managing IT infrastructure, ensuring system stability, security, and scalability.

Head of IT Operations and Services: They are responsible for the smooth operation of IT services, providing technological support and ensuring continuous improvement in business operations.

CHRO (Chief Human Resources Officer)

The Chief Human Resources Officer is responsible for managing the human resources of the U.L.E. This includes the recruitment, training, development and well-being of employees, as well as the strategy for improving culture and performance.

Their main responsibilities include:

Developing strategy and designing appropriate policies and procedures for the optimal management of the U.L.E. human resources.

Strategically and effectively attracting, recruiting and developing human resources

Ensuring compliance with the legal framework of labour legislation

Supervising, controlling and optimising the payroll and the fringe benefits budget for the U.L.E.'s human resources

Management Executives:

Human Resources Director: They guide the human resources management strategy, focusing on attracting, developing and retaining talent, as well as creating a positive working environment.

Compensation & Benefits Manager: They manage compensation and benefits' policies, ensuring fair compensation for employees and alignment with company strategy.

Building Technical Coordinator: They are responsible for monitoring, coordinating and maintaining the technical operations of building facilities, ensuring their safety and efficiency.

Health and Safety Coordinator: They manage health and safety policies in the workplace, ensuring compliance with regulations and the safety of employees.

CLCO (Chief Legal and Compliance Officer)

The Chief Legal and Compliance Officer is responsible for managing the legal and regulatory issues of the U.L.E. he/she ensures compliance with laws and regulations, while providing legal advice and guidance on strategic decisions.

Their main responsibilities include:

Monitoring legal developments, briefing the U.L.E. executives and employees on issues of corporate law, corporate governance and regulatory compliance

Drafting, formulating and negotiating legal documents

Identifying legal issues, risks and needs of the U.L.E. and implementing the strategy for their management

Effective communication and management of external legal partners and advisors.

Management Executives:

Legal Affairs & Compliance Coordinator: They oversee legal and compliance issues, ensuring compliance with regulatory frameworks and providing advice on mitigating legal and operational risks.

Marketing & Communications Director

The Marketing and Communications Director is responsible for developing, implementing and overseeing the marketing and communications strategies of the U.L.E. to promote its brand, advance its mission and enhance its reputation at local, national and international level.

Their main responsibilities include:

The development and implementation of a comprehensive marketing and communication strategy aligned with the mission, vision and objectives of the U.L.E.

The development and implementation of a strategy for the branding and public relations of the U.L.E.

Ensuring the creation of high-quality content for print and digital platforms, including newsletters, brochures, websites and social media, for the U.L.E.

Representing the U.L.E. in the media.

Management:

Head of Marketing and Communications: They lead marketing and communications strategy, focusing on strengthening corporate identity, developing campaigns and building strong relationships with target audiences.

Marketing and Communications Executives: They implement marketing and communications strategies, manage campaigns and promote the corporate image through digital and traditional media.