



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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**Accreditation Report**  
**for the Undergraduate Study Programme of:**  
**Psychology**  
**Institution: Aristotle University of Thessaloniki**  
**Date: 26 June 2021**



Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση  
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Psychology** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Psychology** of the **Aristotle University of Thessaloniki** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Associate Professor Eleonora Papaleontiou – Louca (Chair)**  
European University Cyprus, Cyprus
- 2. Associate Professor Joanna Katsanis**  
University of Arizona, USA
- 3. Professor Marcie Boucouvalas**  
Virginia Polytechnic Institute and State University, USA
- 4. Professor Manos Daskalou**  
University of Northampton, United Kingdom

## **II. Review Procedure and Documentation**

The panel met originally on 21 June 2021 to discuss and plan the way they would review the information and discuss ways to work with each other in developing the review. Some initial objectives were set, and a working schedule developed for the week ahead. The panel also scheduled a process for writing up the report and the way they would work against deadlines. We received all necessary documentation for the completion of this report, and the Department provided any additional information that we requested.

In summary, we received the previous evaluation report, all required metrics (quality indicators), regulations and key documentation relating to the program, its history and development. Alongside these materials, we were provided additional information during the online visits.

The first meeting was held on June 22 with the Vice-Rector and the Head of Department, followed by a meeting with MODIP and members of the faculty. On this day, we were able to ascertain the philosophy of the Department and its relationship with the University's strategic goals. The teaching and learning processes were also discussed at length.

On the following day, we met with students (current and former) and had an online visit to the facilities. The discussions with the students have been honest, informative and incredibly insightful. As a committee, we were impressed with the calibre, the quality of analysis and forethought that went into the student's analysis of their studies. The consensus among the student body was how much they enjoyed their studies, the quality of learning and the support they receive from the faculty. In addition, the graduates reflected on the transferability of their degree and the skills they acquired, both soft and hard, that allowed them to compete well in a very competitive job market.

On the last day of the meeting, we were able to discuss matters with faculty and raise any additional information required. Overall, this experience was a very welcoming visit, and we applauded the dedication and passion of the staff. Their enthusiasm for the subject transfers across to the student body.

### **III. Study Programme Profile**

The Department of Psychology is fairly new, established in 1993, although Aristotle University was offering studies in psychology since 1964 within the Department of Philosophy. It is an internationally recognized Department which actively participates in networks of European and international collaborations in the field of teaching, research and community interventions. Both undergraduate and graduate studies are offered.

The Curriculum of the Department of Psychology aims to provide to students a comprehensive theoretical education in basic and specialized areas of Psychology. Graduates of the Department of Psychology are expected to have familiarity with the development and application of knowledge and methods of Psychology science, have scientific knowledge and skills, professional ethics, critical thinking, skills in research design and provide service to the community.

The Department supports three Laboratories [Laboratory of Cognitive Neuroscience, Laboratory of Applied Psychology, and Laboratory of (General) Psychology], which allow students to explore current psychological issues whilst the academic staff engage in research and actions.

The programme is designed for four years of matriculation, structured between compulsory and elective modules for the students. Emphasis is placed on the completion of the compulsory modules and those designated by the psychology department. In addition, there are dissertation and placement requirements. Students are also given the opportunity to study a language as part of their degree.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Academic Unit Policy for Quality Assurance

**INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

*The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.*

*The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.*

*In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

### Study Programme Compliance

The Department of Psychology of the Aristotle University of Thessaloniki has as its goals to: (a) provide high quality programs of studies for undergraduate (and graduate) students, (b)

promote basic and applied research in the field of Psychology, and (c) ensure the formation of an environment that enhances the development and well-being of its faculty and staff.

The Department has incorporated in its operation a strong quality assurance policy. The Quality Policy of the Department is being guided by the following aims, to: (a) Provide a high level and quality of undergraduate studies in Psychology, according to international criteria, (b) Develop advanced research and connection of it with the Program Undergraduate Studies (PPS), (c) Reach-out to connect the Department at the institutional, local, national and international level, (d) Develop the necessary infrastructure, functions and services to address the above aims.

In order to ensure that the Quality Policy of the Department of Psychology is being met, the Department has established quality main targets and associated specific, measurable monitoring indicators. These targets and indicators have been fully harmonized according to the larger strategy of the Department and the University. The Department informs and encourages the participation of all staff members and students in their quality assurance process. Also, the Department works closely with the leadership and the operational units of the University. Objectives are redefined and monitored through formal (e.g., Internal Evaluation Team [OMEA], Department Assembly [Συνέλευση Τμήματος]) and also informal (e.g., international ratings of the Department, harmonization with the instructions of relevant scientific bodies) procedures. There is transparency at all levels of the aforementioned process.

The design and implementation of the Quality Policy of the Department of Psychology is carried out in collaboration with members of the Teaching Research Staff (DEP), Laboratory Teaching Staff (EDIP), Special Technical and Laboratory Staff (EIB), Special Staff (Special Staff), the students and the administrative bodies of the Department. The OMEA of the Department of Psychology in collaboration with the Quality Assurance Unit (MODIP) of the University have the responsibility for implementation of the Quality Policy of the Department.

The Quality Policy is committed to be in compliance with the legal and regulatory framework of the University and, following the review and redefinition of quality assurance objectives, in accordance with the overarching strategy of the University.

The Department of Psychology is committed to implementing the strategic goals that have been set. The Department determines how and through which procedures the goals will be implemented and on what criteria they will be evaluated. The strategic goals, their achievement plan and the action plan are reference points for all functions of the Department.



## Panel Judgement

<b>Principle 1: Academic Unit Policy for Quality Assurance</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

None

## Principle 2: Design and Approval of Programmes

**INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAM. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAM'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).*

*Furthermore, the programme design should take into consideration the following:*

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

### Study Programme Compliance

The panel has examined all the required documentation and received additional information from the faculty members and has found the design and study of the program to be compliant with the required quality targets. The program has taken onboard the previous external evaluation, and we noted that such areas have since been redesigned. It clearly meets the appropriate standards, using the expertise of the faculty members. It was clear that there is a strong connection between the academic staff research profile and their teaching. Students were communicated with about changes in the program and they have been favourable about its philosophy and objectives.

The curriculum follows sound pedagogical principles that allow the students to explore psychology across a number of different perspectives and in some cases even to explore these in some considerable depth, usually associated with postgraduate programs. The program is clearly aligned with departmental and institutional policy and meets the key objectives as these set out. It was great to hear the reflections of the students on the structure of their program as they were able to identify the learning objectives and the progression processes.

Students find the curriculum diverse, making it possible to consider a variety of options. Some students expressed the desire for needing more direction in choosing electives, some stating disappointment with their choices in that the choices led them in a different direction from the one intended. Also, students expressed the need of having more practical experiences available to enhance their competence and appeal to future employers. Finally, students felt that they would benefit from more guidance in their attempts to pursue graduate studies.

The study guide and the information on individual modules on the website provides a clear picture, is concise and informative. It allows the students to identify areas of interest and the volume of choices available is fair. The labs and the practical elements of the program have their own website and offer additional information to the students.

It was very welcoming to see how local service providers and employers felt about the program and the ethos embodied in the student body. Professionals voiced that they could “trust students working in their organizations because they had a sound understanding of ethical practices.” It was also impressive to hear of a link between local services offering employability to graduates from the Department. The involvement of members of the faculty with the Greek Psychological Association to promote psychological discourses between public and academic community is a great example of the responsibility of HE (higher education) to engage socially. It may also be one of the success factors for the wider engagement of employers with graduates.

### Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- We would like to commend our colleagues for their hard work and dedication to the discipline.
- Consider exploring ways to make necessary arrangements in the program, to split large audiences into smaller groups (e.g., seminars – probably with the assistance of postgraduate students) in light of limited resources and large number of students per faculty.
- Consider exploring ways of enriching the program with more practical and hands-on activities for the students.

### Principle 3: Student- centred Learning, Teaching and Assessment

**INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

*In addition :*

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

#### Study Programme Compliance

For decades, the concept of student-centered learning has been emerging and evolving around the globe, primarily to address the needs of 21<sup>st</sup> century education, where learning how to learn and the ability to continually learn throughout life has become equally important to the skills of learning how to be taught. The way in which the concept has been operationalized, however, varies among countries, cultures, and even individual learning programs. The following consistently common global themes pertinent to student-centered learning, however, were evidenced in the accreditation proposal and corroborated in our interviews with faculty as well

as students and graduates of the Psychology Department at the Aristotle University of Thessaloniki: Student engagement, active participation, personal involvement, self-regulation, responsibility, commitment, etc.

The advent of student-centered learning to higher education in Greece represents a transition, with all that entails, from a primarily teacher-directed orientation. Some primary schools in the country seem fairly well ensconced in a more student-centered approach or are moving in that direction. For high school graduates, however, the faculty we interviewed lamented that many, if not most, come to the University having honed the skills of teacher-directed learning and have expectations of a more passive role in the learning process. Accordingly, faculty embrace in the very first semester the challenge of incrementally introducing students to the more active forms of interaction that a student-centered approach offers. Several of the students we interviewed also discussed the challenges faced in transitioning to a student-centered learning model, but simultaneously verified the support they were afforded, indicating that by the end of their first year their transition was well underway. We commend the faculty and Department for embracing this crucial feat and would like to encourage their efforts further by suggesting they place even greater emphasis on such activities (e.g., develop, as part of the initial orientation, an interactive session dedicated to introducing the student-centered learning model, design and offer workshops for further developing the knowledge, skills and attitudes essential to flourish in such a model, discuss the meaning of a teaching-learning partnership and the importance of students working together to build an inclusive learning community and environment that fosters one's autonomous as well as homonomous sense of self, etc.)

While the support structures discussed below may be aimed at individual student success and self-direction in learning, in their consideration and implementation of student-centered learning, the Department goes far beyond, indeed, to nurture the development of a larger sense of self as well (homonomy—connected, collective self-- in addition to autonomy—separate, individual self), which has the promise of fostering mutual respect in the teaching-learning partnership, respect for others, moving beyond one's own self-interests as a sole source of motivation, and for addressing the critical social problems of our times. Faculty tend to role model such an orientation both individually and collectively. Moreover, faculty clearly evidence an openness and flexibility to input and feedback, as well as commitment to continuous learning and improvement themselves. In addition, there exists a clearly stated and implemented operational student appeal and request process in both writing and practice.

Courses evidence a variety of enriching learning/teaching methods that promote engagement and active learning. Examples: Beyond lecture, project-based activities, case studies, labs, conduct of and inclusion in research, preselected topics suggested by students, guest speakers etc. Evaluation of student learning is also offered via a variety of more participatory methods (e.g., presentations, experiments, labs, as well as written work and formative quizzes during the

semester). Learning endeavours also aim at “soft skills” development and the importance of learning to work together and in teams, which is good preparation as well for one’s career and the work world.

Data from end of semester evaluations by students as well as informal input are used for continuous improvement of course content as well as method. Some students, however, voiced their perspectives that they did not always know what changes may have been made based on their feedback. Given the important anonymity of student end of semester evaluations relevant to their experience, and the importance of obtaining a critical mass of responses to specific suggestions or concerns in order to institute changes, such a comment is understandable. We would suggest some means to keep students posted about the kind of feedback being received and how matters are being addressed or taken into consideration, when possible.

The needs of special populations are also on the radar screen of the Department and are implemented to the extent possible. Wheelchair access, for example, is not always available, but strides are being made by the University (Office of Disability Services) to improve matters. In addition, arrangements are made to relocate a class to a more accessible locale when needed. Another area focuses on access for those with visual challenges through large print, and availability of the program AMELib (Accessible Multi-model Electronic Library). Strides are also being made with accessibility to Braille. Some attention is also given to those with “learning disabilities,” including alternative forms of taking exams such as extra time, location in a separate quiet area, procedures to dictate rather than write answers, etc. Even with accommodations, and possibly occurring in a different location, all exams take place at the same time. We did not have an opportunity, however, to learn how specific challenges are accommodated or understood in the learning process itself (e.g., dyslexia, which often involves missed cues in social situations and relating as well, auditory discrimination and processing issues, and others).

Student support is available in many forms. In addition to the standard office hours, faculty in this Department seem readily available to respond to student concerns, requests etc., and information about an array of matters are routinely posted on the Department website. In addition, students can always access a general phone number in the University. The Study Guide and the Practicum Guide do their part to keep students informed and responsible. English versions are available, especially for ERASMUS students (to whom four courses are offered in English) but are a bit more difficult to access on the website. Due to the current design and the huge amount of material on the site there is a lag time to load, thus temporarily impeding access to the material. Our understanding is that attention to improvement of the website is a high priority. We would strongly support that goal, as indicated in other parts of this report. In addition, as stated in the accreditation proposal, efforts are planned to reshape the website to improve access for those with disabilities.

As experienced by all of humanity, the COVID-19 pandemic temporarily halted in person presence and interaction. We discussed, however, how it also left its “gifts,” some of which will remain to further enrich the learning experience, - for example, information sharing with a large number at the same time, thus ensuring that all participants received the same message. Another professor started uploading instructive videos to supplement the missing learning lab experience. These are just a few examples of opportunities that will remain even post COVID. Students also appreciated the opportunity to interact with each other, further build their learning community, and take advantage of the online group work possible.

Students have experienced their practicum experiences as highly beneficial, and the social partners who sponsor the students were laudatory with regard to the academic preparation of the students. Moreover, the representative of one institution with particularly sensitive information was quite impressed with the consistent maturity of the students with regard to their code of ethics and their ability to maintain a professional demeanour, including the necessary confidentiality of information with regard to both personal as well as institutional matters. Some helpful feedback for further development and consideration is the voiced need for students to work at integrating the theoretical and clinical—how to engage critical thinking in terms of partnering the academic and the practical. A suggestion from another “social partner” was to consider exposing students to practicum experiences even from the first semester at varying venues as they may change their minds regarding their future paths with increased exposure. Also, it may not need to be every day. It seemed to us that such a possibility might help initiate the academic/clinical nexus early on. Students as well as graduates of the program raised the issue of additional exposure to practical knowledge with regard to both courses and community engagement.

Interviewing graduates of the program afforded an opportunity to witness how much the program had improved over the past five or six years. While an already strong program, evidence suggested that some improvements seem to have been made based on feedback offered by earlier students (for example, increased electives, more balanced Curriculum, etc.). In addition, we learned that while for the most part communications are maintained between the students and those who were mentors or advisors, they have not received any other official communications from the Department or the University with regard to their experiences in the program, their current status, suggestions for feedback or improvement now that they are in the field.

Finally, the University does have a Centre for Education and Lifelong Learning geared to nonformal learning opportunities for the Greek as well as International communities, often with accompanying certification. Our understanding is that future plans for the Center are still in process.

Both faculty and students recognize the incremental transition involved in moving from a more teacher-centered approach to one of a student-centered approach to learning. Moreover, faculty catalyse an understanding and development of both autonomous (individual, separate) as well as homonomous (connected, collective) aspects of development in their students and thus effect a comprehensive rendition for student-centered learning and its implications for solving the current world crises. Faculty concentrate on this acculturation process from the first semester of enrolment, which includes the importance of being guided by a code of ethics. Accordingly, it is our position that the Department is designing, delivering, and evaluating learning efforts framed by a student-centered model in an exemplary manner.

### Panel Judgement

<b>Principle 3: Student- centred Learning, Teaching and Assessment</b>	
Fully compliant	<b>√</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Given the current success with the incipient efforts at transitioning from a teacher-centered to a student-centered learning approach, we recommend intensifying those efforts.
- As part of the initial orientation for incoming students (including ERASMUS learners), design an interactive session dedicated to introducing the student-centered learning model in theory and practice, which could also be offered to new faculty.
- As students' progress through the program, periodically offer workshops, and/or webinars that could be accessed on demand, for further developing the knowledge, skills and attitudes essential to flourish in such a model (e.g., the meaning of a teaching-learning partnership, the importance of students working together to build an inclusive learning community and environment that fosters one's autonomous as well as homonomous sense of self, etc.).
- Discuss ways to help students continually integrate the theoretical and practical knowledge.



## Principle 4: Student Admission, Progression, Recognition and Certification

### INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

*Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*

*Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*

*Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

#### Study Programme Compliance

The panel reviewed all the documentation about the accreditation procedure, the certification, and the points required to be awarded the degree. We can confirm that we have reviewed the progression data and we also discussed the procedures with members of the faculty and the student body. The documentation is clear, and we have been able to study and reflect on the trends of the progression that have taken place over the past 4 years.

The professional bodies we talked to, working in a variety of areas (e.g., addictions, youth, education) are offering students placement opportunities and support on their dissertation data that is aligned with the program and enhances the educational experience. The dissertation experience seems to resonate with the student body and the graduates we talked to in maintaining a social and in some cases a professional relationship with their respective supervisors. Nonetheless, the students recognized that the high student staff ratio limits that additional time they would like to have with their supervisors. This situation is linked with the high volume of cohort numbers.

It was also very interesting to see and hear the volume of students who engage with mobility programs like Erasmus+. We were also able to discuss this experience with students who have been involved in the program and found the experience rewarding. This is something that other Departments should promote; international mobility is a tool that expands learning and advances co-operation, as one of the graduates indicated.

There is a clear improvement on key performance indicators especially relating to the progression and completion of studies within the required years. The volume of foreign (including Erasmus) students remains stable. Most of the students in the Department remain female and this seems to be a historic trend. We would also like to note that the volume of admissions continues to exceed the request of the Department. This is something that will have

to be considered as it has a long-term impact on student staff ratio, resources and the ability to maintain high standards of attainment in the long term.

### Panel Judgement

<b>Principle 4: Student Admission, Progression, Recognition and Certification</b>	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

An increase of academic staff will remedy the high student- staff ratio and improve the quantity of time one can devote to individual students.

## Principle 5: Teaching Staff

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.**

*The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
- *offer opportunities and promote the professional development of the teaching staff;*
- *encourage scholarly activity to strengthen the link between education and research;*
- *encourage innovation in teaching methods and the use of new technologies;*
- *promote the increase of the volume and quality of the research output within the academic unit;*
- *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff.*

### Study Programme Compliance

The staff of the Department consists of 19 faculty members, covering almost all the basic subjects of the science of Psychology. The staff also includes 1 ΕΔΙΠ member, 4 ΕΤΕΡ members and 1 Scientific Collaborator.

Nevertheless, the faculty feel they are understaffed, and the proportion of the number of students is very high, but the recruitment of new members of the staff seems quite difficult, due to financial constraints. More specifically, the ratio of students per faculty member is very high. Consider group supervision of theses (“ΠΤΥΧΙΑΚΗ ΕΡΓΑΣΙΑ”). In addition, consider involving postgraduate students in psychology to provide mentorship of theses (“ΠΤΥΧΙΑΚΗ ΕΡΓΑΣΙΑ”) under the auspices of a faculty member. Consider providing mentorship in the choice of electives. This process again can be carried out in a group format, or in the form of a seminar describing options and clinical directions.

All the procedures of announcement, election and promotion of teaching staff are done through the electronic platform of APELLA ([apella.minedu.gov.gr](http://apella.minedu.gov.gr)).

The selection and promotion procedures of the teaching staff are based on meritocratic criteria, such as the quality and scope of their publications, their international prestige, their research

and its international presence. Special importance is also given to their teaching experience and the competence of candidates to effectively perform administrative tasks.

Faculty have exhibited recognized research work: since 2019, faculty members had published 526 papers in international peer-reviewed journals, 35 papers in conference proceedings, 179 chapters in collective volumes, 16 books and 2 monographs. They had translated or edited the translation of 17 research works. Finally, 47 collective volumes were edited. According to the Google Scholar database, the faculty have 25,769 citations and an average h-index of 13.05; while according to the Scopus database, faculty have 10393 references from 394 works with an average h-index of 10.00. Besides, by 2019 faculty members had 632 presentations at international and national conferences as well as participation and/ or coordination of several international and Greek research programs, often encouraging students to participate in their research projects, mainly through their theses.

Moreover, faculty members make good use of the opportunities offered through the ERASMUS Staff Training, ERASMUS +, ERASMUS International and ERASMUS MUNDUS programs, without any additional financial support provided by the program. Many faculty members also use funding from research projects to travel for research activities and use scientific licenses for scientific reasons, for inter-university exchanges, for participation in scientific conferences or for short-term teaching in foreign universities and exchange programs.

### Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Consider ways of reducing the administrative workload of faculty in favour of increasing time for research activities. Some suggestions may be to reduce the number of committees currently available by combining several of them together, to allocate some responsibilities to doctoral and post-doctoral students (as teaching-assistants), and/or by transferring some of the advising duties to administrative staff.
- Consider creating opportunities to share research interests with other faculty in order to develop common research clusters.
- Consider expanding existing professional development programs to all interested faculty, probably through the Centre for Education and Lifelong Learning, with topics such as the use

of data-analysis / advanced statistics, teaching skills, or writing proposal for research grants. Continue, as well, ongoing discussions regarding efforts at offering more professional development opportunities for both new as well as long-term faculty, perhaps via a dedicated Centre.

## Principle 6: Learning Resources and Student Support

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND– PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND –ON THE OTHER HAND– FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*

*In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

### Study Programme Compliance

Although the EEAP (i.e., External Evaluation & Accreditation Panel) was not able to inspect in person the facilities due to the pandemic, a video tour was given of the buildings, laboratories, lecture halls and administrative offices. The campus appears to be comprised of several buildings in an open space that are readily accessible. The teaching areas are equipped with technological equipment, for example computers, wireless internet connection, projectors, screens, microphones etc. that optimize teaching and learning.

Students' services include access to the library, the Cafeteria (which offers free meals to students), dormitories, University Gym (which was noted to be well maintained, close to the Department and easy to reach), free legal counsel and counselling services. A Career Office is available to students that provides information on postgraduate studies, career planning, information on the labour market, potential positions in the community. However, it appears that most students are not aware of this great resource and those that are, indicated that they had either stumbled on the information or heard of its existence by a fellow student. Mental health support for students is carried out through the Counselling Services of the University. Students are aware of these services but indicated that the wait to see a counsellor is long and that the Counselling Centre does not provide long term care.

The EEAP noted that there are available facilities that are sufficient for students who attend most lectures and seminars. However, it appears that there are required courses in the first year

of study where over 300 student attend. Students reported that 300 people have been made to sit in classrooms that are meant for 120 students making attending seminars and learning difficult.

There have been improvements in the Department’s facilities; however, still more improvements are needed. The common buildings are very old and not serviced properly. We were informed that the dormitories are not well maintained, “doors are falling apart... elevators not working...”.

The faculty members were described as hard working, committed to learning/teaching and very supportive of the students. Students describe a friendly learning environment. The faculty have an open-door policy and were described as approachable and respectful of students. Students feel free to express their opinion and believe that their feedback and opinions count. However, the ratio of faculty to students is very low. This situation limits the ability of students to be able to meet and confer with faculty regarding their study direction and career pursuits. There is much angst among students in their ability to find a faculty to mentor them for completion of the thesis (ΠΤΥΧΙΑΚΗ ΕΡΓΑΣΙΑ)—a requirement for those wanting to pursue postgraduate work.

The Department has excellent relations with community stakeholders. These individuals have noted the improvement of the quality and knowledge of students over the years. They find students self-motivated, bright, well trained with breadth and depth of knowledge. Students are described as well-rounded and knowledgeable on evidence-based interventions.

### Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	
Substantially compliant	<b>v</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- The Department should consider organizing Student Advisory support for students that need direction on their study program. This feat can be done by providing group supervision, including “applied” seminars whose main purpose would be to guide students to the possibilities of applied work as well as the process and requirements needed for postgraduate study. One possibility is for senior/graduate students, students recently employed in the workforce, and students that have been recently admitted to postgraduate studies to offer information in the form of a seminar in one of the classrooms.
- Make Career and services more visible and known to the student body.
- Consider ways of increasing student use and participation in the Counselling Centre. For example, students may prepare workshop presentations promoting wellness and mental health for which they can receive credit. They can be supervised and guided by the University professors or the counsellors at the centre.
- Better maintain common resources of the University.

- Consider additional large amphitheatre to accommodate teaching of the number of required courses that contain large number of students. Another option might be dividing the large number of students of each course into several smaller sections that could be accommodated in smaller classrooms or deliver on-line.
- Consider advocating for the recommendation of this Evaluation and Accreditation Panel for more computers or an additional computer lab in facilities.
- Present in advance each practical experience (during practicum) to students so that they can ask questions and be informed in advance of the nature of the experience so that they are able to make informed choices.



## Principle 7: Information Management

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

*Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.*

*Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.*

*The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:*

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

*A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.*

### Study Programme Compliance

The EEAP panel determined that the Department has established procedures for the collection of information about the student body, faculty, course structure and organization. Academic requirements are clearly stated on their website and are readily accessible.

The Department collects adequate data, analyses the information and can identify areas where weakness and improvements may be needed. The students felt heard and believe that their feedback is considered.

The Department has established procedures where data are being collected that enable the analysis of demographics, lecturing and course evaluation, and student progression through the program. We noted the degree to which faculty encourage students to complete surveys. As a result, participation in surveys has increased over the years.

Data from end of semester evaluations by students as well as informal input are used for continuous improvement of course content as well as method. Students complete course evaluations through questionnaires and provide anonymous feedback on their learning experience. This information is aggregated and presented anonymously to faculty. Students evaluate learning outcomes, quality of the learning material, workload, and faculty performance. In addition, they provide feedback on the teaching resources. As indicated earlier,

there is improvement over the years in the number of students completing surveys and providing feedback on the courses given.

Data on student profiles are systematically collected – graduation rate, number of students, length of study, and Erasmus participation is being recorded as one of the highest in ratio among the University's Departments. However, EEAP members were not able to find any data on the employability and professional career paths of the Department's graduates. The connection between alumni and the Department is not as structured.

The Department's information management in place also collects data from stakeholders in the community on the quality of students' work and vice versa from students on the quality of the practical experiences. This practice enables fine tuning and improvement of the quality of the experience and enables the student to identify areas of growth.

### Panel Judgement

Principle 7: Information Management	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Consider establishing procedures to collect information on the employability and career paths of the student graduates.
- Consider strengthening ties between the Department and its alumni. Alumni can provide helpful information that the Department can consider in its improvement of the quality of the program. Also, alumni can aid in the guidance of students' career paths. Alumni can participate in educational opportunities in the Department, facilitate future collaborations and availability of practical experiences.

## Principle 8: Public Information

### INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

*Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.*

*Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

#### Study Programme Compliance

The Department of Psychology at the Aristotle University of Thessaloniki offers comprehensive information about their program that is generally up-to-date, clear, accessible, and accurate. Such information includes the history of and general information about the program, including criteria for admission, current activities, labs, a meaningful description of the three units (Experimental and Cognitive, Developmental and School Psychology, Social and Clinical), courses offered including for the 2021-2022 year, and other useful information for both prospective and current students, graduates, other stakeholders, and the public.

Particularly strong is the extensive information offered for ERASMUS students. The Department has been on the vanguard for mobility of students via ERASMUS since 1987 and currently continues in this vein with the introduction of four courses taught in the English language and a beginning course in Modern Greek for those interested in learning the language. Most of the information is offered via the website, which includes extensive links to other areas of meaningful information--for example, the link to the web pages of the Quality Assurance Unit (MODIP), which includes, among other things, events open to the public and distinctions received by both faculty and students. A few of the links on that site, however, either do not work, are devoid of information, or possibly under construction. One example is the link to "Frequently Asked Questions. When one clicks to open there is no information there.

We are aware, however, that improvement of the website is under discussion, and, with such a review and accompanying intervention strategies, matters should rectify. Moreover, problems with the website seem to appear, due to the current design and the huge amount of material on the site, resulting to a lag time to load, thus temporarily impeding access to the material. Our understanding is that attention to improvement of the website is a high priority. We would strongly support that goal, as indicated in other parts of this report. In addition, as stated in the accreditation proposal, efforts are planned to reshape the website to improve access for those with disabilities.

Accordingly, we would like to call attention to a minor matter that might tarnish an otherwise excellent job at providing "Public Information." Consistent with the Department's commitment to transparency, all evaluation reports (internal and external) are available on the website. On the English rendition (<https://www.auth.gr/en/psych>) some links do not work, and equally if not

more important--with regard to the external evaluation report, the link entitled “2003-2008” when opened reveals the 2011 report.

Public information about the program is also available in ways that are more indirect. For example, information about each faculty member is available under the link “faculty/alphabetical list.” Clicking on each faculty member’s name reveals information about the educational institution from which their degrees were awarded, a description of their research interests and activities, and publications. It would be even more useful to add some direct instructions to that end (e.g., please select link for each faculty member to access information about where they earned their degrees, research areas of interest and involvement, and publications). Noteworthy is the observation that of the 19 full time faculty listed, 17 earned one or more of their degrees outside of Greece (e.g., UK, USA, Belgium, Germany, The Netherlands, South Africa). Only two earned all degrees at Aristotle University of Thessaloniki and for one faculty member no information is available. Having studied at such an array of Universities lends robustness to the diversity of content and perspectives. Bringing further visibility to the Psychology Department program are the numerous research projects and grants in which faculty are involved as do the co-authored publications with scholars from other countries.

Finally, the University’s Centre for Education and Lifelong Learning offers nonformal learning opportunities (often with certification) both face-to-face as well as via distant learning on an array of topics and is available to the community. Its interdisciplinary mode of operation raises the visibility of the Psychology Department to other Departments within the University and to the public (Greek as well as International clients).

Both internally and externally, the Psychology Department at the Aristotle University of Thessaloniki makes available on a continually updated basis healthy, full-bodied “public information” regarding the program. Given the strength of the program, there is much information to communicate. We totally support them in their plans to revisit the website for improvement.

### Panel Judgement

<b>Principle 8: Public Information</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Continue laudatory current strides to maintain public information efforts that are up-to-date accurate, objective, and accessible.
- Pay particular attention to carefully reviewing the website for accessibility both to the community with challenges and disabilities that is currently in process, but also to the

occurrence of missing information in links, dissonance between what is posted as the information versus what appears when selecting the link, etc.

## Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

**INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.**

*Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

*Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*

### Study Programme Compliance

MODIP secures the quality assurance procedures, conducting an annual internal evaluation through the OMEA committee. Therefore, through the annual internal evaluation and the annual use of MODIP's data for the Department, the Program's quality and improvement is monitored.

The procedures for any program modification take into account both the criteria set by MODIP, as well as students' evaluations, graduates' and employees' views, and the recommendations of external-evaluation committees.

One example of the Program's modification process, according to the external-evaluation committee and students' suggestions, has been to enrich the program by including more specializations, so as to meet the needs of more students and satisfy their multiple special interests in the field of Psychology. Efforts are also made to enrich the program with course(s) on current topics, e.g., addictions and other societal needs, such as ways of facing life adversities (e.g., coping with cancer, etc.).

Each semester the students of the Department are invited to evaluate the courses they attended. The faculty consider the students' views and suggestions and make an effort to meet their needs. Although the students do not usually directly benefit from the changes, their recommendations improve the course and curriculum. The students make their suggestions, since they feel that future students could benefit from any improvements that would take place.

Some students, also, voiced their concerns that they did not even know what changes may have been made based on their feedback. Given the important anonymity of student end of semester evaluations relevant to their experience, and the importance of obtaining a critical mass of responses to specific suggestions or concerns in order to institute changes, such a comment is understandable. We would suggest some means to keep students posted about the kind of feedback being received and how matters are being addressed or taken into consideration when possible.

Immediately after graduation, graduates are asked to complete a questionnaire related to their study experience in the Department. Their answers are analysed, and efforts are made to improve the program accordingly.

When members of the Assembly need to make decisions on the use of funding and the recruitment of new staff positions, extensive collective discussions are held to make the best decisions about the Department's improvement.

### Panel Judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Consider having students' evaluations take place sometime in the middle of the course's duration, so that *current* students can benefit, as well, from any improvements made based on their suggestions. Alternatively, offer an opportunity for both formative and summative student evaluations.
- Consider having an external committee of stakeholders meet the faculty representatives on regular basis (e.g., per semester or year) to exchange ideas on the program's improvement (not only related to students' practicums, but in all possible aspects of the program).

## Principle 10: Regular External Evaluation of Undergraduate Programmes

**PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

*Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.*

*The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

### Study Programme Compliance

The last External Evaluation Report for the AUTh Psychology Department was recorded in 2011 when the then-External Evaluation Committee was constituted for this purpose. Currently, the present evaluation constitutes the Department's first undergraduate accreditation review.

When we asked why 10 years have passed from the previous External Evaluation, the faculty explained to the Committee that since the period of 2010-2014, HAAHE has not announced new invitations to Greek Universities to submit applications for External Accreditation Evaluation.

Nevertheless, the value of the External review process to the functioning of the Department was evident in the systemic program changes initiated, structured and implemented by MODIP, OMEA and, ultimately, the Department of Psychology, as shown in the efforts the Department has made to meet the previous committee's suggestions and recommendations.

For example, there seem to have been improvements in the following areas based on the 2011 Committee's suggestions:

- Design of a comprehensive curriculum in order to provide more complete coverage of all essential areas of psychology.
- Implementation of an appropriate course sequence with prerequisites and the relevant adjustment of registration and examination practices.
- Improvement of faculty hiring practices towards attracting good international candidates and not only past members or graduates of the Department.
- Intensification of efforts by the faculty to obtain extramural funding and to produce a larger number of high impact publications.



However, issues such those related to the student-staff ratio and the infrastructure improvements might not have been changed substantially, due to financial constraints and governmental decisions, which are beyond the Department’s control.

It is, also, worth mentioning that, in spite of the adverse conditions of recent years, members of the Department were honoured with a series of distinctions and scholarships from 2012-2019 (e.g., 1 faculty member of the Department holds a position on the board of an International Scientific Society).

Moreover, faculty members have participated in 76 conference committees in recent years, as well as on the editorial boards of 31 scientific journals and have been invited as guest lecturers at conferences and at other Universities.

Finally, the Department of Psychology of AUTH is ranked in the 401+ category, according to *Times Higher Education* and in the 251-300 category, according to the QS World University, rankings that provide evidence of its high quality of work.

### Panel Judgement

<b>Principle 10: Regular External Evaluation of Undergraduate Programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The Department has designed a course of study that is appropriate and meets universally accepted standards for undergraduate studies in psychology.
- Academic faculty are devoted to teaching and to their students. They are accessible and provide guidance and support. They have an open-door policy and foster a friendly teaching environment.
- The Department has established great quality assurance procedures and collects adequate data on students, teaching staff, organization and curriculum structure.
- The Department has excellent relations with community stakeholders.
- The Department evidences exemplary understanding, development and implementation of a model of student-centred learning that embraces a larger sense of self and commitment to a Code of Ethics.

### **II. Areas of Weakness**

- The Department should make available classroom space to accommodate the number of students enrolled in a given class.
- Reach out to the University Administration to address appropriate maintenance of building space.
- The ratio of students per faculty member is too high and needs to be reduced to achieve higher quality education.
- Website issues: Missing information in links, dissonance between what is posted as the information and what appears when selecting the link, etc. See also Recommendations for Follow-Up Action below.

### **III. Recommendations for Follow-up Actions**

- Identify ways of leveraging graduate student support in order to accommodate for the large number of student body and low number of faculty. For example, the Department can recruit graduate students and form Teaching or Mentoring apprenticeships (career orientation, elective and practical experience selection).
- Encourage student participation in the Counselling Centre.
- Establish procedures to collect information on the employability and career path of the student graduates.
- Strengthen ties between the Department and its alumni.
- The team, having reviewed the Departmental website, found it to contain too much information and not to be very user friendly for the digital native student. The layout is outdated, following a traditional H shape of information that is commonly seen in physical text, whilst modern websites are leaner and in an F shape to allow immediate absorption of

information. This matter is particularly useful for student who use mobile devices or tablets. With so much information to offer, possibly more efficient use of links could be made. We recommend attention to this matter of placing overhaul of the website on high priority

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **6.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

<b>Overall Judgement</b>	
Fully compliant	<b>√</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Associate Professor Eleonora Papaleontiou – Louca (Chair)**  
European University Cyprus, Cyprus
- 2. Associate Professor Joanna Katsanis**  
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- 4. Professor Manos Daskalou**  
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