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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ  
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

# Accreditation Report for the Undergraduate Study Programme of:

## Psychology

Institution: National and Kapodistrian University of Athens

Date: March 13, 2019

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Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο

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



EUROPEAN ASSOCIATION  
FOR QUALITY ASSURANCE  
IN HIGHER EDUCATION

Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Psychology** of the **National & Kapodistrian University of Athens** for the purposes of granting accreditation

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

### **I. The Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of Psychology of the National & Kapodistrian University of Athens comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Prof. Ageliki Nicolopoulou (Chair)  
Lehigh University (Pennsylvania, USA)
  
2. Prof. John Adamopoulos  
Grand Valley State University (Michigan, USA)
  
3. Prof. Marcie Boucouvalas  
Virginia Polytechnic Institute and State University (Virginia, USA)
  
4. Associate Prof. Eleonora Papaleontiou-Louca  
European University Cyprus (Nicosia, Cyprus)

## II. Review Procedure and Documentation

*Please refer briefly to the Panel preparation for the study programme review, as well as to the documentation provided and considered by the Panel. State the dates and of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.*

The accreditation review for the Undergraduate Program of the Psychology Department at the National and Kapodistrian University of Athens (NKUA) took place from 3-9 March 2019. The site visit lasted for two days (4-5 March) and the remaining days (6-8 March) were devoted in team dialogue and discussion as well as writing of the report, with departure on 9 March.

Approximately three weeks prior to our visit, the Accreditation Panel received two drobox folders pertaining to the study program review. The first folder contained various relevant materials provided by the Hellenic Quality Assurance (HQA) detailing the guidelines and standards for the evaluation and accreditation, a mapping grid with questions to help us evaluate the 10 principles for accreditation of the study program, as well as a template for the final report along with several quality indicator reports that HQA has received from the Department over the period of two years (2015-16 & 2017-18), including two reports about its undergraduate program. The second folder contained a variety of materials about the Department including the Proposal for Accreditation, the Quality Assurance Policy, the Program of Studies (including detailed guidelines about the one-year required practical training as well as an optional degree project that the majority of the students complete), a sample of faculty evaluations by the students, as well as detailed course descriptions.

Each Panel member individually reviewed the materials prior to arrival. In the morning, the Panel met over breakfast prior to the orientation meeting by the HQA. The morning meeting with HQA provided a rather informative 2-hour briefing session about the HQA mission and goals as well as standards and guidelines regarding the accreditation process.

During the site visit, the Panel met with the following individuals:

- senior members of the administration (current and former Deputy Rector/President of MODIP & Vice-Deputy Rector)
- Department Chair and OMEA members (faculty and staff)
- Department faculty, professional supervisors, and administrative staff
- 9 undergraduate students and 10 graduates of the program
- employers & social partners/stakeholders

During the meeting, the Panel received additional data/reports/documents:

- a comprehensive digital presentation and overview of the Department--its history and current status
- detailed CVs of all the faculty
- detailed report of the undergraduate studies program and other supporting materials

The Panel also visited the on-campus facilities, offices, laboratories, and research centers. Specifically, these were:

- faculty and administrative staff offices
- a number of laboratories, including the Computer Lab, the Lab for School Psychology, the Lab of Experimental Psychology, and others, including places for clinical supervision)
- the Student Psychological Counseling Center, which is open to the entire student population of the university
- the newly constructed University Library that functions as a central resource for all disciplines for the university

We did not visit any classrooms since classes were in session.

Overall, the Panel observed a resonance in the feedback we received from the interviews with the faculty, stakeholders affiliated with venues at which the practical training has been taking place, graduates of the program (in their retrospective reflections), and current students.

### III. Study Programme Profile

*Please provide a brief overview of the Study Programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.*

The undergraduate program in the Psychology Department is a continuation and improvement of a program available until 2013 within the Department of Philosophy, Pedagogy, and Psychology.

The program at that time became an autonomous department staffed by 12 of the 17 psychology faculty members in the original department.

The Department now serves more than 1600 active undergraduate students and is housed in the School of Philosophy building in the NKUA University town. The minimum duration of the program is 8 semesters, but for various reasons it typically takes somewhat longer to complete all degree requirements. Currently the Department has 14 faculty members, 4 professional staff, and 4 administrative staff members. The newly constructed university library nearby serving the entire campus is an important resource for the program.

The undergraduate program in the Department of Psychology enjoys an excellent reputation and, as various statistical indices indicate, attracts very high-quality students. For the academic year 2016-17, the Department was the first choice for 92% of its enrolled students and evidenced the highest entry exam grades among the four psychology departments in Greece. Its faculty are generally well trained and are actively involved in teaching, research, and administration.

The degree granted by the Department of Psychology leads to license to practice as a “psychologist.” However, the Department recognizes the problems and limitations of producing professionals through undergraduate training only, which runs counter to many international standards. Therefore, the Department strongly encourages its students to continue their undergraduate training by enrolling for graduate training in appropriate institutions. This caveat was recognized, understood, and noted by the students and graduates with whom we spoke.

Overall, the Department of Psychology is a new and evolving part of NKUA that has already achieved remarkable distinction. The Panel was impressed with the faculty, the administrative and professional staff as well as the students, and is of the opinion that, with proper support by the university (additional faculty, space, and resources), the Department can achieve significant prominence both nationally and internationally.

## 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

*Please comment on the compliance with the Principle.*

The Department of Psychology has written, adopted, and published (see website) a Quality Assurance Policy that attempts to accomplish three things: (a) to provide a high quality program of studies for undergraduate (and graduate) students while simultaneously providing a productive work environment for faculty and staff; (b) to align with the larger educational goals and aspirations of NKUA for promoting high quality education and research; and (c) to align with the broader quality measures highlighted by HQA to help improve the quality of higher

education in Greece. This policy was developed by the OMEA group in the Department, which includes faculty and staff, in conjunction with MODIP and in consultation with ADIP.

Specifically, through the 21 required and 29 elective courses (20 available within psychology) as well as the practical training and optional degree thesis, the Department aims to provide the students with a comprehensive knowledge of the current dominant fields in psychology in terms of theoretical orientations, empirical research, and methodology. The program of studies seems comprehensive in preparing students for obtaining relevant jobs as well as continuing their studies. Current and former students we interviewed expressed full satisfaction with the program of studies as well as the range and quality of courses offered to them. They asserted strongly that the courses they took allowed them to be well-rounded and served them well in making informed decisions as to which field of psychology to pursue further in either job opportunities or in their future studies.

In addition, the Quality Assurance Policy adopted by the Department of Psychology paid particular attention to some vexing issues that the previous evaluation of institutions and departments of higher education by AQH brought out. Specifically, the highly unfavorable ratio of faculty to students; the low percentage of students graduating within four years of study; the lack of job opportunities by graduates; the lack of autonomy in decision-making that strongly affects the departments and higher educational institutions in general; and the low percentage of funds provided by the Greek government to higher education. Even though the Department is gathering quality indicators on all these dimensions, and one can see improvements in some (higher ratio of students graduating within 4 or 6 years of study), unfortunately some of these factors remain outside the direct influence of the Department to change; instead they constitute strong constraints on the Department's ability to flourish in pursuing its goals.

The Department, however, has pursued changes to aspects that are within its sphere of influence. For example, it revised its curriculum that was adopted this academic year (2018-2019), by making some well-considered changes about which students we met were enthusiastic. At the same time, they further strengthened the student-centered approach to teaching by providing more opportunities for discussion and hands-on experiences in various courses. Besides the large number of required courses, the elective courses that students start taking by their second year of studies, provide opportunities for hand-on experiences, article presentations, and in-class and out-of-class projects. (Further details are provided on the Department's website.)

The quality of the program ultimately rests on the training and involvement of its faculty. The faculty members of the Department are well trained, with graduate degrees from recognized universities in Greece, Europe, and the United States. They generally offer courses that are current and reflect the state of the discipline, and many are involved in significant and productive research programs.

## Panel judgement

*Please tick one of the following:*

<b>Principle 1: Institution policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

## 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 PROGRAMME. 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 PROGRAMME'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

*Please comment on the compliance with the Principle.*

The Department of Psychology has developed and implemented a Quality Assurance Policy, as discussed in Principle 1. Partly based on feedback of the 2013 external review committee, continuous feedback from both faculty and students, and framed by the built-in policy of periodic review and revision of the curriculum, the program undertook revising its curriculum. For example, the number of required courses decreased, while the quantity and quality of electives expanded. An increase was implemented in the number of hours required of practical training in an approved external site (e.g., mental health centers, psychiatric clinics, counseling centers, schools). In addition, the statistics course was moved from the first to the second year of studies. In its current form, the program involves completion of 21 required courses, 20 electives offered by the Psychology Department, and 9 electives offered by other departments, 160-hours of practical experience, and an optional degree thesis chosen and completed by 80% of the student body.

In addition, there are five laboratories that conduct research as well as outreach to communities in which students can become involved:

- a. Laboratory of School Psychology, Training, Research, and Practice, run by a faculty member who is President-elect of the International School Psychology Association and very active in international leadership roles as well as local endeavors
- b. Interdepartmental Laboratory of Applied Psychology and Psychometrics
- c. Laboratory of Experimental Psychology, currently spearheaded by a faculty member with expertise in cognitive psychology who has further built the laboratory on his own without funding
- d. Laboratory of Students' Psychological Counseling run by a clinical psychologist who models a learner-centered orientation to both therapy and education. The laboratory also provides supervised practical experience for graduate students and serves the larger university community.
- e. Laboratory of Clinical Research: Subjectivity and Social Bond

There are several research centers: The Centre for Cross-Cultural Psychology, Centre for the Study of Adaptation of High-Risk Groups, and the Centre for the Study of the Family.

The formation, evaluation and updating of the Program of study is organized by the Program Committee, is decided by the Assembly of the Department of Psychology and approved by the Senate of NKUA. The role of the OEMA, which coordinates the collection and processing of inventory data, assigns roles and takes care of the periodic Internal Evaluation Reports. However, it is continuously emphasized that in all phases of the above process, all the human resources of the Department of Psychology are actively involved.

The program of studies is well articulated and well-aligned with universally accepted standards for the study of psychology. The Student Guide seems complete, concise, and appropriate and it is available online both in Greek and in English at the Department's website. In fact, the Panel was quite impressed with the solidity of the degree program and the preparedness of the students, not just in terms of academics, but also orientation and attitude to learning from experience and openness to improvement.

## Panel judgement

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

## Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

While an impressive array of courses is offered, based on a student-centered approach to learning, there may be additional areas of interest or perspectives of importance to some students. If not in formal courses, perhaps electives or seminar arrangements of topical interest may be considered (e.g., evolutionary psychology, topics in neuropsychology, psychology of spirituality/religion, psychology of consciousness, and others).

### 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

*Please comment on the compliance with the Principle.*

A higher education system transitioning to a model based on the principle of student-centered learning (or more comprehensively learner-centered learning) is critical in contemporary society, where learning how to learn is equally important to learning how to be taught. Implementation, however, is a transitional process, and from our observations the Department of Psychology has admirably embarked upon this process and is making visible strides, based on complementary data received from both faculty and students.

Fundamental to implementing such an approach is a positive attitude toward learning as a lifelong process and a way of being that embraces potential errors and mistakes as learning opportunities. These qualities are abundantly evidenced in the faculty, students, and staff and bode well for continuous improvement (which emerged as a clear aim).

The theory as well as practice of learning as a lifelong process, so essential to student/learner centered learning, was clearly evidenced in the Department as was faculty commitment to continuous evaluation and improvement. Such was also the observation regarding the input from students. Students mentioned that they were encouraged to take an active role in self-reflection and self-evaluation as an ongoing process.

Clear corroboration emerged between faculty and students in supporting the practice of student-centered learning. Both students and faculty independently volunteered information regarding their working together on projects. In fact, they both spoke very respectfully of their experiences in working with each other.

Students are invited into the teaching-learning process in many different ways. In general, given guidance and continuous encouragement, students seem to make informed decisions regarding their choice of electives. Also, in engaging with literature and selection of readings, students are afforded practice in the art of discernment. The aim is to acquire a lifelong skill in recognizing high quality literature and research (as well as its opposite).

Also, although not huge, the diversity that was evidenced among the student body in terms of country of origin, age, etc. seems to have further catalyzed an energy and awareness that already existed of the need for further flexibility and its implementation was readily observed (e.g., facilitating classroom learning for special needs students).

Faculty also tend to act as role models for continuing inquiry, a hallmark of student-entered learning based on a lifelong learning philosophy. Faculty, or those faculty whom we interviewed, had clearly embraced identities as lifelong learners. Where matters might be cost-prohibitive with regard to formal continuing education, faculty were quite keen in keeping each other informed of one another's research and provide any such related research to students, especially when relevant to specific courses. Moreover, as individuals, they are quite active in finding and reaching out to colleagues within and outside of Greece in collaborative endeavors or in exchanging expertise. For example, one faculty member found a colleague from abroad with whom, s/he had complementary areas of expertise. They have developed a strong collaborative team and at times an informal exchange program to further develop each other's skill set. Another faculty member self-organized with other European colleagues a study group on values and they meet yearly at their own expense. These are just a few examples. Imagine what these dynamic, committed, hard-working professionals might be able to accomplish with funding. Development of such a community of scholars also provides a very conducive environment and role model for the self-directed growth of students as lifelong learners--another key principle upon which student- or learner-centered learning rests.

Regarding program evaluation matters, clear systems of feedback are in place (formal, non-formal, and informal) wherein students have an opportunity to offer feedback for improvement of the program and processes. This finding was corroborated by both faculty and students.

Several students (speaking for others as well) expressed comfort in offering feedback knowing also that they would be heard. For example, students had requested a desire to meet students from other departments. The response exceeded their expectations in that they were provided opportunities to meet students from other countries as well. It was not only the experience that was useful but also the idea that their voices were heard. An ambiance of mutual respect was apparent in the way that faculty, staff, and students referred to each other (especially their experiences within and between the roles).

Another area where interviews with faculty, administrators, and students provided corroborative data was the appeals process. Students were clearly aware that they can first attempt to resolve any complaints at the Department level, and if matters are not resolved, there is a process in the university—a formal process for student appeals. None of the students or alumni interviewed however, had experienced a need to access the formal appeals process. The Panel finds that the program fulfills the requirements of Principle 3.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. Consider designing workshops for faculty (as continuing learners) and students (including other departments across the University) on skills involved in learning how to learn (how similar to and different than learning how to be taught) and self-direction in learning (two key principle cornerstones in a student-centered learning approach).
2. Encourage further development of student organized professional groups. This can provide (among other things) a venue for professional development and the vetting of professional issues, including those of professional licensing.

## **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**

*Please comment on the compliance with the Principle.*

For the transition from high school to college, the Department has a comprehensive orientation process in place. Not only is information provided about sources and resources, but an orientation to life as a university student is also included along with information relevant to the kinds of assistance and further resources available both on campus and on the website. Students, however, are not abandoned after this initial orientation. Follow-up, and continuing availability on progress, is provided by one's academic advisor and faculty. Students interviewed were also keenly aware of the services provided by the Psychological Counseling Center. Several of the students interviewed found the services extremely beneficial as they navigated the transition to university life.

There are some students who are older and for whom high school transpired many years ago. Some bear the challenge of transitioning back into an academic environment, and the Psychology Counseling Center is well equipped to help them in a manner that preserves their self-directedness and autonomy. We also observed that leaders and personnel in the Center are student-oriented, engaging them in self-reflective inquiry, a main aim of Principle 3 above.

A very comprehensive system of monitoring, recording, and archiving student progress is provided and stored in the office of the Secretary of the Department of Psychology as is information about the Diploma Supplement. While students have access to their records upon request, (which can also be made electronically), they are required to pick them up in person per governmental regulations.

With respect to student mobility, the criteria for eligibility, originating from NKUA, are clearly delineated and available from the Department. The opportunities are publicized in the Student Guide, and through other electronic means. The Erasmus program figures prominently. The Department currently has collaborative endeavors with universities in five European countries. The number of students from Greece studying abroad has remained stable at 9-12 each year. Likewise, the number of students from other countries coming to Greece has also remained stable at 3-5 each year.

A key component for graduation is the required practical experience (160 hours), usually undertaken during the fourth year of study. This aspect of the degree program is well organized, and the Department has an extensive network of over 100 placements that seem to be regulated by formal agreement and structured supervision. Such venues include the Center for Well Being, hospitals, rehabilitation centers, NGOs, and others. The network appears to be quite solid and stable and the personnel not only qualified but very involved in working with the students' professional development.

Students are also exercising initiative in finding, with the ultimate approval of faculty, their own volunteer opportunities to access and learn from practical experience. The Panel finds that the program fulfills the requirements of Principle 4.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. The Panel recommends that the Department try to further increase an already active participation in the Erasmus program not only for its own students but also for international students who want to attend the Psychology Program in Athens.
2. Going beyond the limits of Erasmus, the Department can work to attract international students from around the world by offering some courses and/or projects in English and placing students in English-speaking programs or internships in various NGOs active in Greece.

## 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

*Please comment on the compliance with the Principle.*

The teaching staff of the Department of Psychology includes 14 full-time faculty members. Hiring as well as promotion of faculty members is based on clearly articulated criteria (based on relevant governmental laws) that are strictly adhered and with transparency. All relevant documents are uploaded on the electronic platform APELLA, which is open to the wider Greek academic community.

With respect to faculty hiring, the Department is constantly seeking new posts (including those resulting from retirements) in an effort to balance staffing needs regarding already existing fields of psychology as well as to cover newly emerging ones. However, limited financial resources hinder the Department from recruiting new academic personnel.

The Department encourages and supports faculty members' participation in scientific conferences or other such opportunities. Because of decreased funds for such activities in recent years, however, support for conference participation has in effect decreased, especially in the international arena. Furthermore, staff mobility is mainly encouraged through international programs and competitions, but those are few and far between and mainly rest on remarkable personal initiative and other resources.

Despite limited resources, departmental faculty have shown consistently substantial research activity in the Greek, European, and wider international academic arena. Each academic year, faculty participate in dozens of scientific conferences with peer reviewed papers, and more than half receive invitations to lecture at other academic institutions. In addition, faculty regularly organize conferences of Panhellenic or international scope. In fact, within the four-year period 2013-2016, faculty presented an average of about 4 published works in peer-reviewed scientific

or edited volumes, and about 11 conferences presentations. Recruitment of new faculty would certainly facilitate further productivity.

The link of research and practice with teaching is accomplished through faculty highlighting their research—and at times those of their colleagues—in lectures as well as by student participation in faculty-led research. Moreover, professional psychologists are invited to present their work in seminars thus linking their practice to the materials being studied.

Student evaluation of faculty teaching has been systematically conducted over the last seven years for all courses taught. In many cases, the perspective of the students expressed in these regular reviews were taken into consideration while reviewing the program.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. Due to the low number of faculty members, the proportion of faculty per students (1/112) is quite high. This can be ameliorated to some extent by the recruitment of new faculty. Alternatively, fewer students could be admitted to the program in a matter to be determined by the Department faculty. For example, they may be able to request reduction of students admitted through special means.
2. The panel noticed that several faculty received their doctoral training, and most received at least one degree, from NKUA. While we recognize the constraints associated with the small number of degree-granting psychology programs in Greece—which very clearly affects hiring practices—we would like to encourage the Department to increase the diversity of the educational background of its faculty as much as possible.
3. The program seems to offer few opportunities for professional development for the faculty. However, research productivity is intimately connected to the support that the Department and university administration is able to provide to its faculty. Some such opportunities may be in helping to increase awareness about the range and scope of grant opportunities as well as support in writing, facilitating the permissions required for testing, and helping with various aspects of grant proposal writing and submission.
4. A temporary and partial possible way to ease some of the staffing problems in the Department might be to consider dual appointments for psychologists employed in other departments—to the extent possible under university regulations. However, dual appointments can be useful

only in relieving temporarily immediate teaching needs and cannot be used to address long-term staffing problems. Only permanent faculty lines can accomplish the latter.

## 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

*Please comment on the compliance with the Principle.*

Despite the limited number of faculty members, our observations and dialogues indicate that this is a very hard working and committed group of professionals (including faculty and staff, in conjunction with students) who have created a supportive team approach and who tend to freely share available resources and facilities. The established laboratories and research centers, discussed in Principle 2, their maintenance and growth, are a credit to and are associated with the work of specific faculty members; at the same time, they demonstrate a commitment to high quality research and the provision of critical opportunities to students. It seems essential to offer support to such successful endeavors.

In addition to the faculty members and academic units, the Department of Psychology, employs five administrative staff, four of whom are employed in the Secretariat and one in the Laboratory of Psychological Student Counseling. Due to lack of funding, other laboratory or research centers of the Department are not staffed by administrative personnel. Two librarians, however, are stationed at the Psychology lab. The administrative staff are not only competent but also very committed and dedicated. We had the sense that some are very overworked, due to lack of adequate funding for positions.

The Students' Guidebook is also well done and provides detailed guidance for the further growth of the learner-centered approach and autonomous self-directing learners to the extent possible. Many methods and channels of communication are employed to inform students about available services and easy access is afforded, both in person and electronically. Examples include orientation sessions, advisor support, and colloquia, conference, meetings. The website seems to play a central informative role, housing as well a special section on available services. Moreover, the website provides continually updated information to students. The psychological services center of the Department serves not only the Department, but also the total student population of the university.

We heard that many classrooms lack ready equipment for audiovisual needs and thus may not be easy for all faculty to use up-to-date classroom e-platforms. While a meaningful IT infrastructure is in place, the computer lab is in need of updated equipment and more powerful software. With the addition of the newly constructed university library, students should have a premium place to study as we did not see any other such space for students in the Department. However, this may be hindered by the lack of easy access to public transportation as no subway line reaches the university and often students have to take several busses to make it to campus. Furthermore, while the library was modern and an architecturally impressive structure, it was not clear that there were many current books or that there was easy access to many psychological journals. Overall, more funding needs to be put into the infrastructure that supports the teaching and learning of students.

In terms of physical location, the Department may be more dispersed than is desirable in order for faculty and staff to work effectively together so that they can all benefit from each other's regular presence in their offices. In fact, lack of space seems to permeate many matters related to the Department. For example, by necessity, the secretariat is housed in an area that was retrofitted from a previous reading room for students. Shared facilities are common as well, including, surprisingly, faculty offices. With regard to the physical learning environment, temperature and maintenance issues were readily apparent. In general, building infrastructure seems insufficient. Due to its stellar reputation, not only in Greece but also internationally, the Department is capable of attracting an even greater number of high caliber students. including students and scholars from abroad. To achieve its potential, however, more faculty support and infrastructure would be needed. It seems well worth considering adding critical physical and other resources, as the Department has already placed the University on the global radar screen.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. All regular faculty should be given their own offices that are comfortable, have adequate lighting, are heated, and provide privacy needed to talk and interact with students.
2. While we recognize the effort that has been made to connect the students with the Department and faculty electronically to a large degree, face-to-face interactions are still valued and in fact are necessary. For this reason, we recommend that the students be provided with physical and other resources to make their learning environment comfortable and pleasing. Some ideas include: comfortable and up-to-date classrooms; comfortable and up-to-date computer labs; good and inviting space for students to study or work together with other students on projects, and so on.
3. The Department has access to a new large and modern Library that recently opened. It is a great resource for both faculty and students--as well as for the general public. We encourage the Department to ensure that book collections and journal subscriptions are updated to the extent feasible.

## 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

*Please comment on the compliance with the Principle.*

The Psychology Department draws information regarding the composition of the student body and student performance from the university database. In addition, it collects its own data on course evaluations and teacher performance. However, there is little and dated information on the further academic and professional development of students. The Department has implemented an ambitious plan for networking and surveying its graduates in the current academic year, which has already yielded important information about the state of the program.

The NKUA has a service dedicated to the collection of student data with which the Psychology Department maintains an excellent relationship. As noted above, the Department also conducts its own evaluation of teaching and coursework from students, faculty, and supervising psychologists using a variety of methods, including questionnaires and interviews. As a recent addition in its present form, the Psychology Department does not have a long and established record of student and faculty surveys conducted on a regular basis. However, a first wave of such data is available and there is strong evidence—based on stated plans—that the Department intends to establish appropriate evaluation procedures as a regular and continuing activity.

The Psychology Department analyzed survey data expertly (and somewhat exhaustively) in its attempt to gain a clear view of the general impressions of students and graduates with regard to the program’s quality. Results provided important insights about the program’s effectiveness and impact. For example, recent graduates expressed greater satisfaction than older graduates with the overall quality of the program and its contribution to their personal development, even as they expressed greater dissatisfaction with the university infrastructure and general economic conditions. Such observations can be used to identify ways to further improve services and resources provided by the Department to students. As another example, more recent graduates reported greater satisfaction with network and internet resources as well as overall student support by the University than older graduates.

### Panel judgement

<b>Principle 7: Information Management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. It appears that NKUA lacks the resources to gauge systematically the academic and professional progress of university students and graduates. The Psychology Department should develop preliminary and short-term procedures to collect some relevant information on a regular basis, and, at the same time, work with the appropriate university services to establish permanent mechanisms to obtain such information that reflects on the effectiveness of the university’s mission.
2. Plans for networking and surveying graduates systematically and consistently are promising and will constitute an important source of information on departmental performance. We encourage the Department to establish a strong tradition of continuous and open communication with its graduates not only as a means of assessing the quality of its program, but also as a way to increase pathways to careers and success for its future graduates.

## 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

*Please comment on the compliance with the Principle.*

The Psychology Department maintains an extremely well-designed and informative website. All important academic information--including program of study, course offerings, information on teaching and research staff, internal regulations, and the unit's Policy for Quality Assurance--is available online. A student can navigate easily through the website and obtain a clear picture of the program's requirements, expectations, and opportunities. The information available on the departmental website is remarkably current, transparent, and accessible. In addition, the website offers numerous links to various other sites that directs students to additional information about the discipline of psychology and related themes (e.g., about ELPSE--the Hellenic Psychological Society--a guide to scholarships, and e-class). More important, students can access the My-studies electronic platform, which allows them to connect securely to the departmental secretariat in order to register for courses, view their grades, and so on. A significant number of courses, but not all of them, are supported by the E-class platform that allows continuous communication with registered users. Through E-class, students are also informed about various course activities as well as other functions organized by the Department (lectures, conferences, etc.). Finally, the site offers information about the Department in both Greek and English.

In addition to the large amount of information available on the website, the Department offers the possibility of communication with students, staff, and the general public via e-mail and the distribution of information flyers and posters on campus.

### Panel judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. Overall, the online presence of the Psychology Department is outstanding. An area of improvement might include a uniform presentation of **all** faculty work, interests, and achievements. We noticed that there is quite a difference in the amount of information provided for each faculty member. We recognize that individual faculty members have the right to decide how much and what type of information they list on the departmental website, but it is generally helpful if concise descriptions of faculty research and related activities, as well as representative publications, are included.
2. The English version of the departmental website provides a comprehensive view of program, with all the important information and links to the faculty personal websites. We recommend that it be modified as necessary to become comparable to the Greek version. In places where data might be a bit dated, just note that an update is in process. It was also observed that in a few instances information on the English website was more amplified than on the Greek website. The general recommendation is to strive for as much consistency as possible between the Greek and English versions, especially since the latter showcases this vibrant Department to the global community.
3. This recommendation is aimed at the opposite—but also very important—process of the Department utilizing information from informal, external sources to improve its program. It may be useful for the Department to have a Committee of Advisors (e.g., stakeholders from the labor market, academics in other institutions, psychology professionals), who can periodically provide the Department with feedback about the strengths and weaknesses of its study program, along with possible suggestions for improvement—especially in its practical training component.

## 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

*Please comment on the compliance with the Principle.*

The Psychology Department conducts an annual report based upon the self-evaluations of the teaching and research activities of faculty members. An additional source of information for the report is the student course evaluations conducted online at the end of each semester. This activity attempts to gauge student satisfaction with specific courses and the broader educational context (e.g., facilities, equipment, support services). At the same time, this process is also used to ensure that the means of assessment of student performance is valid and effective. The annual report is submitted by the Department's OMEA to the MODIP of the University (NKUA).

The Department submits to the appropriate authority (MODIP of NKUA) a self-assessment report biennially. This report, which first has to be approved by the departmental faculty, serves as a statement of the extent to which the Department is achieving its goals, but also as the basis for the continual improvement of the quality of the undergraduate program.

The self-assessment process has led to several structural changes in the program, including, most significantly, the reduction in the number of required courses and an increase in the number and range of electives. Faculty, students, and graduates interviewed by the Panel during the current assessment indicated very favorable reactions to this change.

### Panel judgement

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

### **Panel Recommendations**

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

1. According to the Psychology Department, the results of the self-assessment clearly indicate the need for additional faculty in order to carry out its mission in the best way possible. At this time, the Department deals with the lack of adequate staffing using temporary, albeit innovative, solutions. However, this Panel agrees that the lack of an adequate number of faculty ultimately may impede the Department's efforts to accomplish its goals and strongly recommends that the size of the Department's permanent faculty be increased as soon as possible.
2. The Psychology Department reported in its self-evaluation that it experienced a general resistance to the idea of a process evaluating its mission. Clearly, some effort, which can be documented, should be directed toward explaining the purpose and benefits of constructive evaluation to all parties involved in the process.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

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

*HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA 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

*Please comment on the compliance with the Principle.*

The last external evaluation of the undergraduate program in psychology by HQA was conducted in 2013, when the departmental structure was quite different. At that time, the Psychology program was part of the Department of Philosophy, Pedagogy, and Psychology. The most significant recommendations stemming from the 2013 assessment included curricular changes, a streamlined process for the allocation of space to various departmental entities, and enhancements to improve the research productivity of faculty members. In addition, that assessment noted the serious problems with infrastructure and space that the program faced.

Since then, the new Psychology Department has implemented changes in response to these recommendations to the extent possible. For example, according to the Department, course selection by students has been made more flexible. Also, the new Department clearly arrived at some acceptable solutions to the problem of allocating limited space to its various Centers and Laboratories. Finally, in the opinion of this Panel, the relative autonomy of the new Department of Psychology enhanced the scholarly achievements of the faculty, which are impressive--especially in light of limited resources. As far as departmental administration is concerned, the Panel found an efficient, well organized, and effective secretariat that seems to facilitate considerably the work of the Department. However, the problem of severely limited space and the lack of an adequate infrastructure continue to threaten departmental effectiveness and improvement.

The members of the Psychology Department interviewed by the Panel were keenly aware of the importance of the external assessment and worked hard to provide a complete and realistic view of departmental functioning. The faculty members impressed the Panel with both their

level of preparation as well as their level of participation in the assessment process. During the assessment process the Panel met also with university and Department administrators, current students and graduates of the program, as well as external stakeholders (i.e., members of organizations participating in the practical training of students). All these individuals provided important information to the Panel regarding the quality of the program under review. Comments by all these constituencies were uniformly positive. It is remarkable that the Panel did not hear even one negative comment during the meetings with the various groups (other than criticism of the state of the building in which the program is housed and the space allocated to it). Additionally, stakeholders expressed satisfaction with their interactions with the Department and with the eagerness and dedication of students participating in practical training in their organizations. Some constructive comments made by these groups appear in various sections of this report.

### Panel judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed, as appropriate.*

The distribution of time devoted to different entities in the process should be adjusted to accommodate the great interest shown by groups like students and graduates to interact with the review Panel.

## **PART C: CONCLUSIONS**

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

*Please state aspects of good practice identified, with regard to the Study Programme.*

1. Substantial faculty and student involvement in teaching, research, and professional practice.
2. Faculty truly fosters strong and cooperative relationships with students and graduates.
3. Faculty understands and exemplifies learner-centered learning.
4. Faculty are dedicated and committed to building an outstanding program.

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

*Please state weak areas identified, with regard to the Study Programme.*

1. Improvements in funding and infrastructure are likely to enhance the Department's effectiveness and considerable reputation as a center of learning and scholarship.
2. Small number of faculty limits the range of work in a variety of specialized areas in psychology—especially with regard to research opportunities and providing a distinct identity for the Department.
3. Severe limitations in space allocation and infrastructure.

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

*Please make any specific recommendations for development.*

1. Continue to strengthen the professional development of faculty through formal means (e.g., workshops and seminars) as well as informal ways (e.g., research collaborations, self-directing activities to augment and enrich knowledge and skills).
2. Continual analysis of data obtained from students and graduates that can be used for further improvement of the program.
3. Previously recommended suggestions (see Principle 8) for improvements to the departmental website.
4. Describe a reasonable process for the transparent allocation of university space to faculty, Laboratories, and Centers.

### **IV. Summary & Overall Assessment**

The Principles where full compliance has been achieved are:

Principles 1, 2, 3, 4, 7, 8, 9, & 10.

The Principles where substantial compliance has been achieved are:  
Principles 5 & 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>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **The members of the Accreditation Panel**

**Name and Surname**

**Signature**

**Prof Ageliki Nicolopoulou**

Lehigh University, Pennsylvania, USA

**Prof John Adamopoulos**

Grand Valley State University, USA

**Prof Marcie Boucouvalas**

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**Assoc. Prof Eleonora Papaleontiou – Louca**

European University Cyprus, Nicosia, Cyprus