ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**

  UNIC Athens (Campus of the University of Nicosia)

- **Town: Athens, Greece**

- **School/Faculty (if applicable): School Humanities and Social Sciences**
- **Department/ Sector: Department of Social Sciences**

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

  In Greek:

  Ψυχολογία (4 έτη, 240 ECTS, Πτυχίο)

  In English:

   Psychology (4 years, 240 ECTS, Bachelor of Science)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC comprising, Andrew J. Bremner (chair; University of Birmingham, UK), Andrea Constantinou (Graduate student, University of Cyprus), Teresa Guasch (Open University, Catalunya), and Victoria Southgate (University of Copenhagen, Denmark) visited from 2nd to 6th June, undertaking site visits including discussions with senior leaders, academics, administrative colleagues, students, and external stakeholders, and also including a visit to the campus under development in The Ellinikon, Athens. The visit and discussions went smoothly, and the EEC were impressed at the considerable operation underway to launch UNIC Athens this year. The EEC simultaneously evaluated the Institution, the development of the Department of Social Sciences in UNIC Athens, and the BSc Psychology to be launched in 2025-26. These are evaluated in separate reports. It is important to note that a number of aspects of accreditation cannot be fully verified at this point as the campus and programmes are not yet in action. Where this is the case, the EEC has evaluated the application based on the proposed measures and actions, but has been reluctant to award a full award of 5 points as regards the standard. Depending on the CYQAA's procedures, it may be appropriate to organise a follow-up validation once the campus, particularly for the evaluation of the BSc Psychology programme where the majority of the planned faculty have not yet been hired.

A. External Evaluation Committee (EEC)

Name	Position	University
Andrew J. Bremner (Chair)	Professor of Developmental Psychology, EDI Lead, College of Environmental Sciences	University of Birmingham
Andrea Constantinou	Graduate Student	University of Cyprus
Teresa Guasch	Professor of Educational Psychology and Vice President	Universitat Oberta de Catalunya (UOC)
Victoria Southgate	Professor of Developmental Cognitive Neuroscience	University of Copenhagen

B. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) sub-areas
    (b) standards which are relevant to the European Standards and Guidelines (ESG)
    (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  Findings

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

  Strengths

  A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

  Areas of improvement and recommendations

  A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- *The report may also address other issues which the EEC finds relevant.*

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1. **Study programme and study programme's design and development**
    (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - *is a part of the strategic management of the program.*
    - *focuses on the achievement of special goals related to the quality assurance of the study program.*
    - *has a formal status and is publicly available*
    - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
    - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
    - *ensures academic integrity and freedom and is vigilant against academic fraud*
    - *guards against intolerance of any kind or discrimination against the students or staff*
    - *supports the involvement of external stakeholders*
        - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
        - *integrates employer surveys to adapt to evolving workplace demands.*
        - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
        - *is published and implemented by all stakeholders.*

1.2 **Design, approval, on-going monitoring and review**

Standards

- *The programme of study:*

- *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that
  - Professional bodies validate program descriptions and outcomes.
  - Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
  - External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
  - Industry-specific & societal information is regularly updated with expert inputs.
  - Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*

- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*

- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*

- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*

- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*

- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*

- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***

- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*

- *Is information related to the programme of study publicly available?*

- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*

- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The BSc in Psychology at UNIC Athens is delivered within a clearly defined academic and administrative structure that supports quality assurance and ongoing programme development. The programme benefits from both institutional oversight and programme-specific mechanisms. Quality assurance is conducted through a dedicated Programme Evaluation Committee (PEC) specific to the BSc Psychology programme. This committee includes the Programme Coordinator, teaching faculty, a student representative, and members of the Department Council. It carries out the Internal Programme Evaluation Process (IPEP) on an annual basis, focusing on curriculum relevance, academic coherence, student performance, and feedback integration.

The design of the curriculum mirrors, by law, the curriculum that is already successfully implemented at UNIC. Given the extremely positive stakeholder and student feedback heard by the ECC at the site visit, replication of this program at UNIC Athens will surely produce more excellent graduates in Athens. Review of the programme follow formal internal procedures, with evidence of alignment between course content, learning outcomes, and overall programme objectives. However, while internal evaluation is systematic, the involvement of external stakeholders—such as employers and alumni—in curriculum design and review is not yet formally structured.

Public information about the programme, including its structure, course offerings, and faculty qualifications, will be accessible through the university's website. Still, data on graduate outcomes, average time to graduation, and course-level pass rates are not yet available.

Information management is developing, with mechanisms in place to collect basic performance indicators. However, more systematic and analytical use of data on student progression, retention, and outcomes would further strengthen evidence-based decision-making and long-term planning.

The BSc Psychology programme is grounded in strong academic oversight, benefits from an already existing highly successful version at UNIC and programme-specific quality assurance structures, and demonstrates a commitment to continuous improvement, though enhancements in external engagement and data transparency are still needed.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1) Multi-level quality assurance framework involving institutional and department specific elements.

2) Student and staff representation on quality committees ensures decision making involves all relevant parties.

3) There are clear learning outcomes and ECTS allocation across the curriculum.

4) Consideration of research involvement in teaching by research active faculty and integration of contemporary research into course materials.

5) Availability of academic guidance for students with lower entry requirements.

6) Faculty will include professionals with links to practice.

7) The planned bilingual delivery mode will increase accessibility for international students.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1) While there is evidence of multiple levels of quality control, it is unclear how this will be communicated to the students and stakeholders. Consideration could be given on how to actively communicate these procedures (e.g. through online platforms).

2) External stakeholders do not seem to be formally and consistently involved in the programme's design and review. We recommend formalising their involvement.

3) Ensure that the website includes key performance indicators such as employment outcomes and academic progression data to enhance stakeholder trust.

4) Implement a data management system at the programme level to collect, review, and act upon key academic indicators which can then feed into the annual programme review.

5) While there is clear evidence of consideration of career paths for graduates, these are very much in traditional career paths for psychology graduates. Given UNIC Athens research agenda is focused on research for the 21st century (e.g. AI, blockchain etc.), it may be a valuable opportunity to consider how the UNIC Athens version of the BSc Psychology could also play a role in career paths that are less traditional. For example, while HR was cited as a common career path, the advent of AI may make these traditional career paths increasingly obsolete. It may be beneficial to consider the 'brand' of the BSc in Psychology as supporting alternative career paths that are not catered for by more traditional universities, thus making UNIC Athens BSc an attractive alternative for students.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

> ### Sub-areas
>
> **2.2 Process of teaching and learning and student-centred teaching methodology**
> **2.3 Practical training**
> **2.4 Student assessment**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

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- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *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.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*

- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The BSc in Psychology integrates a structured and transparent approach to teaching, learning, and student assessment. Teaching methods are linked to clearly defined learning outcomes and use different assessment methods (e.g. written exams, presentations, coursework). The teaching staff that will be employed at the beginning of the programme have relevant academic qualifications and professional experience.

While technology is utilised to support teaching (e.g. via Moodle and Turnitin), the formal inclusion of digital skill development and general competencies (teamwork, communication, problem-solving) is still underdeveloped.

Students have opportunities to participate in research in either dedicated elective courses or thesis modules in the later years of study.

Feedback mechanisms exist but could be more structured, particularly in formative assessment.

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The BSc includes a structured and compulsory practicum that is aligned with the stated learning outcomes, and evaluated through multiple academic deliverables.

Assessment strategies correspond to the European Qualifications Framework (EQF) and are clearly communicated to students through course outlines. However, more explicit alignment between individual assessments and the intended learning outcomes could strengthen transparency and objectivity.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1) The practicum component is clearly thought out, ensuring that students gain first-hand experience relevant to professional practice.

2) Multiple opportunities for student involvement in research through electives or theses projects.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1) While some digital methods are described, the ECC suggests additional consideration of the use of AI in teaching and how it can be provided for the benefit of students on the BSc.

2) There is no clear system of internal moderation or external examiners to ensure that the performance of students is aligned with international standards. It could be worth considering employing moderation (internal or external) for a subset of courses with the BSc.

3) As it is mentioned in the Department report, the EEC recommends having a teaching methodology strategy at a program level that guides the selection of teaching methodologies, assessment activities, feedback implementation (how and when should be provided during the courses).

4) Research opportunities are currently optional: not all students engage in supervised research or thesis work unless they choose the relevant electives. This is not typical of a BSc in Psychology and the department could consider whether it may be beneficial to make a period of research mandatory. This isn't only important for students who want to go into research-focused careers, but for all students who are engaged in reading empirical papers as part of the degree course.

5) During the site visit, it was noted that students' opportunity for engagement in research is limited at UNIC because of limited access to different methodologies in Cyprus. Given its

position in a capital city, UNIC Athens has a clear opportunity to expand student involvement in research to different methodologies (e.g. neuroimaging methods or access to AI collaborators). The ECC recommends that the BSc in Psychology take advantage of this opportunity by investing considerable time in creating research opportunities for students through collaborations with other universities in Athens and expanding contact with a wide variety of stakeholders that could host practicums and internships. This could also include international psychology departments that could host ERASMUS visits.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
1	Process of teaching and learning and student centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

4. **Teaching staff** *(ESG 1.5)*

Sub-areas

   4.1 **Teaching staff recruitment and development**
   4.2 Teaching staff number and status
   4.3 **Synergies of teaching and research**

3.1 **Teaching staff recruitment and development**

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 **Synergies of teaching and research**

Standards

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- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The BSc Psychology programme will replicate an existing and highly successful programme running at UNIC. It will be supported by experienced teaching and research faculty, and recruitment processes are rigorously regulated. Synergies between teaching and research are emphasized, and continuous evaluation mechanisms (including student feedback) are in place to support the development of teaching excellence.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1) Faculty hiring is conducted through transparent and multi-level procedures, including the Faculty Selection Committee and Governing Board approval.

2) New and current faculty are supported with professional development opportunities such as Research Time Release, sabbaticals, and mentorship.

3) The university provides a generous balance between teaching, research and administrative responsibilities and each of the 3 current faculty members in the psychology programme are allocated 30% teaching and between 40% and 50% research time. This will support the UNIC Athens' ambition to be a research-led institution.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1) Currently, there are limited plans for faculty hirings associated with the programme. It may be beneficial to consider whether the breadth and plurality of the field of psychology can be adequately taught with only 8 planned faculty, or whether a healthy visiting professorship program could be set up to supplement the core faculty.

2) While academic freedom and research training are emphasized, formal pedagogical training for teaching methods is less visible. The EEC recommends providing spaces for discussions between faculty staff to share different approaches in Psychology and assessment practices and criteria. This would guarantee coherence to the programme and, especially, the achievement of learning outcomes.

Please select what is appropriate for each of the following sub-areas:

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

    4.1 **Student admission, processes and criteria**
    4.2 **Student progression**
    4.3 **Student recognition**
    4.4 **Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 **Student progression**

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

> ○ *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*
>
> **4.4 Student certification**
>
> *Standards*
>
> ● *Pre-defined and published regulations regarding student certification are in place.*
> ● *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
>
> *You may also consider the following questions:*
>
> ● *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
> ● *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
> ● *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The BSc Psychology Programme at UNIC Athens has well-defined policies governing student admission, academic progression, recognition of prior learning and certification. Admission criteria reflect both local (Greek and Cypriot) and international standards, ensuring fairness and inclusiveness. Student progression is regulated via GPA benchmarks and credit accumulation, and prior academic experience, including international and transfer credits, is formally recognized through a structured process.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1) There is a clear and inclusive admissions criteria which ensures that there are multiple mechanisms available for applicants from different countries and backgrounds. Of particular

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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note is the additional academic support provided to students with lower entry scores, ensuring not only that these students can succeed but also that students from disadvantaged backgrounds have opportunities to study at UNIC Athens

2) International, EU and non-EU students are admitted under inclusive and legislatively compliant conditions

3) There is a formal procedure for recognizing study results acquired at foreign HEIs and for evaluating transfer credits.

4) Progression is well-tracked through cumulative grade point averages and ECTS accumulation. Students are classified by year based on completed credits.

5) There are probation and academic standing policies in order to identify and support students not meeting performance thresholds, and ensure that academic standards are maintained.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1) While formal academic transfer is clear, recognition of alternative relevant experience is not recognized in the admissions process. This could be considered as an additional means of admitting students from diverse backgrounds.

2) There is limited description of the expected standards of international qualifications (e.g. what are the minimum scores required for IB, or the minimum grades required at A-level?). For transparency, consider publishing these.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

   5.1 **Teaching and Learning resources**
   5.2 **Physical resources**
   5.3 **Human support resources**
   5.4 **Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*

- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

UNIC Athens has established a comprehensive infrastructure and support system for its BSc Psychology programme, aiming to meet diverse student needs and adapt to changing educational environments. The campus will be equipped with up-to-date learning technologies, library resources, and academic facilities. Human and physical resources are maintained with flexibility to respond to growing student numbers or pedagogical needs. The institution offers student-centred support through academic advising, career services, and dedicated student welfare offices. Particular attention is paid to inclusivity, internationalization, and student mobility.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1) The dedicated psychology laboratory is a clear strength and has the potential to allow students to conduct cutting-edge research.

2) The existence of faculty with clinical and supervisory roles is a strength because it will allow students to receive mentoring grounded in real-world psychological practice.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1) Although the documentation refers to some relevant software for Psychology students, it could be considered outdated. The programme coordinators could consider updating the requirements to ensure that students are provided with the most cutting-edge tools for studying psychology. This would include access to software such as R, and relevant training in R and coding for the behavioural sciences.

2) Additional investment in psychology-specific software, lab resources for experiments, and psychometric testing resources would be highly beneficial. Given that the psychology laboratory has yet to be built, the faculty should have involvement in how it is designed, and the equipment that will be housed, and the EEC urges that they consider pushing for cutting-edge facilities (e.g. neuroimaging, eye-tracking) commonly used for experiments in psychology.

3) Greater consideration should be given to career pathways that will face students graduating in the next decade, where the possibility of AI advances may render some traditional psychology career paths obsolete (e.g. HR). The EEC urges the teaching staff to creatively think about alternative career pathways, particularly in light of the overall aims of UNIC Athens, where psychology graduates could offer unique skills in a changing world.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Partially compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes *(ALL ESG)*

> **Sub-areas**
> - 6.1 **Selection criteria and requirements**
> - 6.2 **Proposal and dissertation**
> - 6.3 **Supervision and committees**

6.1 Selection criteria and requirements

Standards
- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Department is not applying for accreditation of a doctoral programme at this point, so this section is not applicable.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

NA

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

NA

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
6	Selection criteria and requirements	NA
6.2	Proposal and dissertation	NA
6.3	Supervision and committees	NA

C. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC was impressed by the commitment of the existing staff to the development of the BSc in Psychology at UNIC Athens, and the possibility for a programme - clearly considered to be of high calibre both by graduates and external stakeholders - to be replicated in Athens where far greater opportunities for student involvement in research exist, and where the possibility to exist at a brand new campus, embedded within the forward-thinking vision of the CEO, offer unique opportunities. The EEC urges the programme organizers to consider how the current programme can be adapted to the needs of students who will graduate into a different career environment, and to consider how the BSc in Psychology can contribute to the broader university vision (e.g. in AI, medicine etc.) and similarly, how they can harness the broader vision to creatively develop their curriculum, research pathways and teaching methods.

D. Signatures of the EEC

Name	Signature
Andrew J. Bremner	
Andrea Constantinou	
Teresa Guasch	
Victoria Southgate	
Alexis Valiantis	
Katerina Evangelou	

Date: 5th June 2025