ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report
for the Undergraduate Study Programme of:

Psychology
Institution: Panteion University of Social and Political Sciences
Date: 29 October 2022

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Psychology** of the **Panteion University of Social and Political Sciences** for the purposes of granting accreditation

Table of Contents

Part A: Background and Context of the Review

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Psychology** of the **Panteion University of Social and Political Sciences** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Emeritus Stelios N. Georgiou (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Prof. Emeritus John Adamopoulos**
   Grand Valley State University, Allendale, Michigan, United States of America

3. **Prof. Themistoklis Apostolidis**
   Aix Marseille Université, Aix-en-Provence, France

4. **Assoc. Prof. Andreas Philaretou**
   European University Cyprus, Nicosia, Cyprus

5. **Mr Angelos Konstantinidis**
   Student of Psychology, University of Crete, Rethymno, Greece

II.   Review Procedure and Documentation

The Panel members reviewed very carefully all the submitted material. On Monday October 24 at 09.30 am they had an initial zoom meeting during which they discussed the whole procedure of the evaluation, as well as the time schedule of the various meetings. At 12.30 the same day, the Panel had a meeting with the Rector/President of MODIP & the Head of the Department EEAP, Rector & Head of the Department, Professor Christina Koulouri, Rector, President of MODIP and Professor Anastasios Stalikas, Head of the Department. It should be noted that in this meeting, and in all the other following this, the Chair of the Panel, Prof Stelios Georgiou was physically present, while the other four members attended through e-presence. The next meeting was at 13.15, with OMEA & MODIP representatives. The following attended: Professor Gerasimos Prodromitis, Professor Panagiotis Kordoutis, Assistant Professor Christina Parpoula, Assistant Professor Vasiliki Yotsidi, Alexios Brailas, Laboratory Teaching Staff, Professor Maria Symeonaki, and Assistant Professor Dimitra Iordanoglou. The last meeting of the first day was with teaching staff. The following faculty attended: Professor Georgios Alexias, Professor Fotios Anagnostopoulos, Professor Xenia Chryssochoou, Professor Ioannis Katerelos, Professor Robert Mellon, Professor Stavroula Samartzi, Assistant Professor Dimitrios Kaselimis and Associate Professor Smaragda Kazi. Following this, the Panel members had a debriefing meeting in which they reflected on impressions and prepared for the second day of visit.

On Tuesday, October 25, at 09.30 the Panel had a meeting with a group of students as follows: D. A., 4th year, M. G., 4th year, A. K., 4th year, E. P., 4th year, P. S., 4th year, M. T., 4th year and M. Z., 2nd year. Full names were removed to maintain anonymity. At 10.30 the Chair of the Panel accompanied by staff members visited classrooms, lecture halls, libraries, other facilities (computer rooms, libraries, etc.) and talked with administrative staff members & teaching staff members. A group of graduates met with the Panel members as follows: Ms Ioanna Alperti, Scientific Coordinator, IASIS NGO, Ms Alexandra Eliza Bakou, Trial Manager, Researcher, City, University of London (via zoom), Ms Zoi Efstathiou, Choreographer, Mr Evangelos Katsampouris, Post-doctoral research Fellow in behavioural science, Queen Mary University of London (via zoom), Ms Asimenia Papoulidi, Postdoctoral Researcher, University of West Attica (via zoom), Mrs Marina Sorokina, Psychologist, Office of the United Nations High Commissioner for Refugees (UNHCR), Mr Manos Tsakiris, Professor of Psychology, Royal Holloway, University of London (via zoom), Mr Dimitrios Tsolakopoulos, Clinical Neuropsychologist, Aiginitio Hospital. At 13.00 the Panel had a meeting with employers of students in practical experience and with social partners. The following attended: Mr Dimitrios Galanis, President of the Management Board, Association of Regional Development and Mental Health (EPAPSY), Mrs Dimitra Lekka, Psychologist, Sotiria Hospital, Ms Aikaterini Mylonopoulou, Administrative Director of the Management Board of Society of Social Psychiatry "P. Sakellaropoulos", Member of the Management Board of the Federation of Mental Health Agencies "ARGO", Member of the Management Board of European Mental Health Network "ASKLEPIOS" (via zoom) , Mr Chrysovalantis Papathanasiou, Project Manager "Community Psychosocial Workforce" (EPAPSY/UNHCR), Ms Evrydiki Pavlidi, Planning and Transparency Department, Municipality of Egaleo.

Finally, at 15.30 the Panel members had closing meetings, first with OMEA & MODIP representatives and then with the leadership of the University and the Department. In the following days (October 26-29) the Panel members had a series of on-line meetings for final discussions about their impressions and for drafting the Report.

We like to note the good atmosphere among colleagues, administrative staff, and students during our visit. The presentations by the department members were well organized and provided the additional clarifications needed. The faculty, the students, and staff were informative and cooperative. In particular, we were satisfied by the openness and the willingness of all teaching staff to share with us information concerning their department, its functioning and its problems. It was also evident to us that there exists a co-operation among department members.

III.   Study Programme Profile

The Department of Psychology was founded in 1989 and started receiving PhD Candidates in 1991 and undergraduate students, through university-entry exams, in 1992. Since then, the Department has been following a steady upward trend, becoming administratively autonomous in 1995.

Currently, it is staffed with 15 faculty members, 6 lab teaching staff members, 1 special technical laboratory staff member, and 3 administrative secretarial staff members.

The Department of Psychology is marked by vigour, scientific competence, and innovation, and follows the scientist-practitioner model, which is based on three pillars – theory, research and practice – that is reflected in the undergraduate curriculum.

The Department of Psychology is articulated around the following divisions:

1. Division of Experimental, Cognitive and Developmental Psychology, and Neurosciences

2. Division of Social Psychology

3. Division of Clinical Psychology

The following Labs operate in the framework of the Department's subject fields:

- Applied Psychology Lab

- Clinical Psychology, Psychopathology, Community Psychiatry and Developmental Psychology Lab

- Experimental & Applied Behavioural Analysis Lab

- Experimental Social Psychology Lab

- Positive Psychology Lab

- Social & Political Psychology Lab

- Virtual Reality, Internet Research & Education Lab

The Department of Psychology aims to:

1. provide quality higher education

2. develop and promote further the science of Psychology, and

3. create a constructive work and research environment for its staff.

The Department of Psychology meets these educational, research and broader social aims through:

- ✓ providing well-rounded theoretical training to its students in all core branches of the science of Psychology (Developmental, Cognitive, Clinical, Social, Experimental Psychology & Neuroscience),

- ✓ getting the students to become familiar with and practice the key rules and methods of scientific research for recording, understanding and interpreting human behaviour,

- ✓ advancing research (promoting theoretical and applied research in the field of Psychology, operating labs with the active participation of students, fostering technical know-how, etc.),

- ✓ promoting the international and outward-looking potential of the Department (forging international synergies and cooperation protocols with social organizations for the integration of its graduates in the labour market),

- ✓ the commitment of – the Department's faculty members, teaching staff, lab staff and administrative staff to the continuous improvement of teaching, research and services offered,

- ✓ harmonizing the operation of the Department to the national legislation, to undertake all the quality assurance initiatives and obligations (External Evaluation Team – OMEA, Quality Assurance Unit – MODIP, Quality Assurance Authority – HAHE).

The evaluation Committee reviewed all the submitted material and had meetings with all available faculty and staff, students, graduate students, and social partners.

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 organisation 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

Panteion University has developed and published a Quality Assurance Policy (e.g., see the relevant website). This Policy is based on several principles that indicate an institutional commitment to (1) the advancement and dissemination of knowledge; (2) support for academic freedom and the pursuit of excellence by all faculty and staff; (3) the continuous improvement

of academic programs; and (4) the involvement of students in the life of the institution, as appropriate.

The Psychology Department at Panteion University has articulated a number of goals, activities, and processes to meet these commitments. These include the promotion of teaching excellence and research in the major disciplines within psychology; a student-centered approach to instruction; and the strengthening of departmental relationships with the broader university community as well as local, national, and international partners in research and service. This latter goal has of course the added benefit of enhancing career opportunities for graduating students.

The undergraduate psychology program at Panteion University is designed to offer an educational experience that is equivalent to that of other European universities. It requires that students take 32 compulsory and 16 elective courses in psychology. Included in the compulsory courses are a 200-hour Practical Training and a Research Dissertation (Thesis) Project. Students prepare for the research thesis by taking several methods and statistics courses. The courses offered in the curriculum cover many of the important areas in psychology, with a preponderance of courses in social psychology. For example, the 32 compulsory courses include 6 in social psychology and only one in cognitive psychology. However, it is important to note that more options are available among the 16 electives.

The Psychology Department collects substantial information on the quality and effectiveness of teaching via course evaluations. In general, students evaluate teaching performance and the student-centered learning approach very positively. They are also positive about the extent to which their courses help them develop their own skills and abilities. In addition, the department teaching staff engages in substantial discussions of teaching methods and is working on obtaining additional resources to enhance student learning and welfare. The Psychology Department teaching staff is appropriately trained in the areas of psychology in which they are engaged and can, therefore, fulfil their teaching duties successfully. Most of the faculty are engaged in research in their discipline and involve many students in their research programs. All students are involved in research at some point before graduation because of the required Research Thesis. An elaborate procedure is in place for ensuring that all students are assigned to a research advisor for the Thesis.

The university infrastructure, laboratories, and library services are relatively limited because of inadequate funding. Members of the teaching staff have managed to create environments in which they can carry out their scientific research, but there is a clear need for additional resources. Minimal facilities and infrastructure ultimately have an impact not only on the immediate educational experience of students and staff, but also on the future career opportunities of students as they enter the labour market after graduation. Annual reviews and internal audits of the undergraduate program by the Psychology Department are extensive and thorough and reflect the long-term aspirations and goals of the unit. These goals seem realistic, aimed at improving all aspects of the Department in an incremental fashion.

We found also that the internal evaluation report was in line with our observations and conclusions. Especially concerning the necessity to define more precisely the expected learning outcomes of the curriculum, particularly the knowledge, abilities and skills that the students are expected to possess having successfully completed the program.

In conclusion, the panel feels that the Psychology Department offers a very robust academic program that provides excellent training in psychology (e.g., training through research, interdisciplinarity within social sciences, internationalization through Erasmus programs), despite minor shortcomings stemming from the history of the program and institution as well as from the general lack of adequate funding for higher education at the national level. The faculty are engaged in research in their disciplines and have substantial –even excessive-- teaching and service responsibilities. At the same time, students appear to appreciate both the efforts of the faculty and the quality of the education they receive in the program.

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Previous external evaluations have pointed out important concerns regarding the structure of the undergraduate program. There have been substantial efforts to address some of these concerns. A wider variety of course covering diverse areas in psychology have been introduced, along with the hiring of younger faculty. However, there is clearly still a heavy emphasis in social psychology and certain other areas are short-changed (e.g., cognitive psychology). We understand that the lack of new positions is a very serious issue that is beyond the capability of the Department to address. There are only 15 faculty members in a department that serves a very large number of students. Several new positions are required to offer the best possible educational experience to students in the program. In the immediate future we recommend that additional courses in cognitive and developmental psychology be included in the compulsory course list.

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

Panteion University of Social and Political Sciences is a public university that conducts research and offers courses and degrees in a wide range of scientific fields in the areas of social and political theory, such as international and European studies, science and media, sociology, social anthropology, psychology, political science, history, social policy, public administration, and economic and regional development. The Department of Psychology at Panteion University (DPPU) offers high quality undergraduate student-centered education according to both the National Qualifications Framework for Higher Education as well as international criteria for institutions of higher learning, with its various programmes well in compliance with the institutions Quality Assurance Unit (QAU).

As specified in the documentation reviewed by the external evaluation committee, the design of the existing programme in the DPPU is based on the following considerations: a) improvement of the quality of studies and teaching; b) rational division of coursework along the lines of workload and respective ECTS; c) meeting learning goals and acquiring knowledge and skills necessary for the development of a contemporary scholar and educator who can meet the needs and challenges of the field of psychology; and d) acquiring limited practitioner skills

through the Practical Training course. In addressing these aims, the DPPU has designed and developed a curriculum that has curricular emphases in *Social Psychology, Clinical Psychology, Educational Psychology, Cognitive Psychology,* and *Social Theory & Research Methods*. The linking of teaching and research at DPPU has been successfully achieved through the setting up of seven laboratories that offer both undergraduate and graduate students the opportunity to acquire hands on experience in the various fields of psychology, primarily those of *Applied Psychology, Experimental & Applied Behavioural Analysis, Positive Psychology, Psychopathology & Psychology of Health, Experimental & Social Psychology, Social & Political Psychology, and Virtual Reality & Online Research Methods & Education.*

The course of study extends to eight semesters (or four years) and is made up 240 ECTS, of which 16 have to do with Practical Training, 36 with the mandatory Senior Project course, 124 with mandatory courses and 64 with elective courses. Areas of Concentration include *Experimental, Cognitive, Developmental, Neuropsychology, Clinical, Social, & psychology related Social Science courses.* Since the Greek government allows students with a bachelor's degree in psychology to practice the profession, a common problem that usually arises with all psychology programs in Greece is that of providing adequate training to undergraduate students in order to be able to at least acquire basic practical skills in becoming a practitioner. The DPPU has tried for many years to address this issue of inadequate student training at the bachelor lever by setting up a practical training course of 200-hour duration, whereby students are given the opportunity to work in various agencies that include among other staff of applied psychologists. Such agencies include various general & psychiatric hospitals, centers for alcohol & drug rehabilitation, prisons, private, public, & special education schools, and various public agencies. In such agencies, students are supervised by both the attending psychologist and by a DPPU faculty member and are evaluated by .and evaluate both. Although it is understandable that this does not address the overall problem of inadequate psychological methods training at the bachelor level, it is worth noting that the DPPU is the first psychology program in Greece that has included the practical training course as a mandatory course in their curriculum in addition to expressing considerable willingness to try and extent the number of hours of practical training at our suggestion.

Finally, it should be noted that the relevant regulatory framework and corresponding approval of the undergraduate program is well in place at the DPPU. A department committee is assigned with the task of evaluating the undergraduate program every year and based upon suggestions from both the faculty, the department's and the university's quality assurance committees, as well as students, suggest any changes that will ultimately lead to its improvement. Such suggestions are discussed extensively and voted for until the middle of May of every academic year and are then send to the senate for final approval.

Conclusions

Since individuals in Greece are allowed to become practicing psychologists with the completion of their bachelor's degree, it would be advisable for the DPPU a) to continue monitoring and strengthening (wherever possible) its curriculum so that its graduates can become at least somewhat adequate in practicing psychology.

Panel Judgement

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

Panel Recommendations

It is recommended that the practical training hours be extended from 200 to at as much as possible because, as previously noted, as it is now, undergraduate students are not capable of mastering at least the basic skills need for becoming a practicing psychologist. The department could also, based on its expertise and its history, contribute to initiating the debate on the professionalization internship for psychology students at the national level, in collaboration with the other departments of psychology in Greece.

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

The typical education offered by Greek public schools and even Universities is teacher centered. Currently, there is a movement towards student-centered learning, but it is only at the initial stages. The Panel was happy to observe that the Department of Psychology at Panteion University provides a blended learning system, using media such as Power-point slides, asynchronous distance learning through e-class, use of the internet and modern distance learning applications (Microsoft Teams, Zoom, etc.). Experiential educational techniques are integrated into the teaching (role-taking, experiential learning & training in the field through practical training). Further, visiting professors from international universities give lectures in the Department.

For the evaluation of the students, the possibility of reviewing the course in the following examination periods is provided and the transparency of the evaluation of the students is ensured. The examination regulations are included in the Study Guide. Also, there is an assurance of compliance with academic and ethical rules, during the preparation and evaluation of the thesis. Special care is provided for people with special learning difficulties, with alternative examination methods. The progress of the students is monitored through the score they collect in the written or oral exams.

Faculty members tend to role model such an orientation both individually and collectively. Moreover, faculty evidences an openness and flexibility to input and feedback, as well as a commitment to continuous learning and improvement. In our meeting with the faculty, their will to continuously evolve with educational programs, which will facilitate them in this shift from teacher-centered to student-centered teaching, was highlighted.

Students have the possibility, after the completion of each semester, to fill out a professor evaluation questionnaire and suggest ways to improve the teaching method and the course in general, as well as what they found particularly helpful or would like to change. Each professor receives the results anonymously. The chair of the Department can discuss any further with the respective professor about any interventions. Some students, however, voiced their perspectives that they did not always know what changes may have been made based on their feedback. We would suggest some means to keep students posted about the kind of feedback received and how matters are being addressed or taken into consideration, when possible.

Courses evidence a variety of enriching learning/teaching methods that promote engagement and active learning. The curriculum has changed substantially in recent years, trying to include more and more areas of psychological science. Also, the Department runs laboratory courses, in which students participate in small groups of 25 people, or even smaller subgroups. It allows them to have a more active role in the course process and how it is delivered. Doctoral and postdoctoral students also participate in the teaching of courses and laboratory courses. Their participation is important as they strengthen student-centered teaching.

Furthermore, all students of the Department have the opportunity to carry out their research as part of the compulsory Thesis, enabling students to accomplish comprehensive research. As the president of the Department Professor Stalikas mentioned, the main goal of the Department is to graduate researchers.

Student support is available in many forms. In addition to the standard office hours, faculty in this Department seem readily available to respond to student concerns, requests, etc., and information about an array of matters. The Study Guide and the Practicum Guide do their part to keep students informed and responsible. English versions are available, especially for ERASMUS students. Additionally, the e-class is very well organized, with information about each course, evaluation method, additional sources of information, etc. Other bodies offered by the Department to support, facilitate, and solve any problems are the academic adviser, the student advocate, the gender equality committee, counselling and psychological support, and the liaison office.

The Department also cares about the needs of special populations. For example, it gives access to students with visual challenges through larger print, and availability of the program AMELib (Accessible Multi-model Electronic Library).

Interviewing graduates of the program allowed us to witness how much the program has improved and changed over the years. Students informed us how easy and direct their communication with the faculty is. For example, how fast faculty responds to emails and that they are available beyond scheduled office hours. Moreover, students mentioned the personal relationships they develop with the faculty. Faculty has structured their lessons so that there is a designated time for questions, making them more student centered. The Thesis also provides the possibility for joint publication by the student and faculty, thus enhancing the student's progress.

Our communication with the graduates was highly constructive, as they conveyed to us with their experiences the timeless value of the Department. The oldest graduate, 25 years ago, highlighted the Department's willingness to change and improve, showing through and from his personal experience the interdisciplinary nature of the Department and how well it prepared him for an interdisciplinary career. The many courses and the wide coverage of many branches of psychology in the study program were also highlighted by the pluralism in the different fields that the graduates dealt with. The overarching impression left by their stories was the acceptance of diversity and the important bond that had been developed and maintained with the Department.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Given the current success with the incipient efforts at transitioning from a teacher-centered to a student-centered learning approach, we recommend intensifying those efforts. As part of the initial orientation for incoming students, we recommend the introduction of an interactive session dedicated to introducing the student-centered learning model in theory and practice, which could also be offered to new faculty.

Principle 4: Student Admission, Progression, Recognition and Certification

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

> *Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*
>
> *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*
>
> *Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

Study Programme Compliance

The Undergraduate Study Programme in Psychology at Panteion University is governed by clear regulations related to student admission, duration of studies, student progression, and student mobility (1500 of the 1700 graduate). It is noted that admission to Higher Education Institutions in Greece, is granted on the basis of scores achieved on the National Entrance Examination. The DPPU grants a single degree which enables the holder to be a practicing psychologist. Furthermore, the DPPU offers a 4-years undergraduate curriculum (the minimum number of semesters required to obtain the degree is eight), with a variety of courses spanning most of the typical spectrum found in most psychology programs across Europe. At this point, it is worth noting that the department had historically an almost exclusive social psychology identity, something that has, in the past several years, changed through the introduction of courses from almost all major areas of psychology, including neuropsychology (through the recent hiring of a full-time neuropsychologist), clinical psychology, counselling psychology, and cognitive psychology.

As previously outlined in principle 2, there is a list of compulsory and elective courses that are offered in each year, covering all the important aspects of the curriculum. DPPU applies the ECTS system across the curriculum, which allows easy transfer among European universities. The students and graduates of DPPU expressed with very flattering comments about the excellent climate of cooperation with the academic staff of the department as well as about their curriculum regarding the wide variety of courses offered and the mandatory undergraduate thesis (Senior Project) that students apparently find it quite useful in acquiring basic but important skills in conducting scientific research in the field of psychology. The department's undergraduate programme works sufficiently well, and indeed produces a relatively large body of excellent students. This fact is reflected by successful careers of the Alumni in a wide range of professions.

Panel Judgement

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

Panel Recommendations

The DPPU is in dire need of more administrating staff members to deal with the very large number of incoming students that are admitted in the program every year. Also, the department should try to avoid whenever possible the tendency for the last-minute scheduling of courses.

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

Study Programme Compliance

The Psychology Department consists of 15 full-time faculty members, 4 temporary teaching staff, and 6 laboratory teaching staff. Considering the number of incoming students every academic year, this is by any measure an inadequate number of faculty positions. Despite this problem, the Department faculty members work very hard to meet their responsibilities.

Departmental hiring and promotion procedures follow appropriate government regulations and are transparent and competitive. Hiring criteria are based on widely accepted national and international academic expectations, and focus primarily on the teaching and research experiences, abilities, and achievements of candidates. Opportunities for promotion and advancement are based on government regulations and the fulfilment of the teaching, research, and service responsibilities of faculty members.

The Psychology Department expects and encourages all full-time faculty members to engage in research, involve students in their research programs, and bring these experiences into the learning environment of their courses and laboratories. Faculty research programs are necessarily constrained by inadequate research funding and limited research facilities. With that in mind, however, it is important to note that a third of scientific articles published by department faculty, and well over half of the citations of their work occurred in the last five years. In addition, several faculty members have managed to secure external funding for their research programs through private, national, or European funding sources. The Department has set realistic goals to encourage faculty to increase both the volume and quality of their research output.

Instruction in the Psychology Department has benefitted a great deal from recent innovations in on-line teaching and the availability of software for digital classrooms (e.g., E-class). Furthermore, instructional schedules and programs have been moved on-line, thus facilitating students' programmatic needs and registration. However, it appears that course scheduling often does not occur early enough in the academic year to make it easy for students to plan their schedules well in advance.

Support for the students' academic experience is increasing. Plans are in development to assign faculty members to students as academic advisors and to ensure that there is an office for student support. Such a supportive environment increases the attractiveness of the institution to both highly qualified students and new faculty members.

Panel Judgement

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

Panel Recommendations

The Psychology Department faculty are working hard to offer a strong program, but the un-favourable student-to-faculty ratio presents major challenges. It is evident that both internal and external factors have influenced the development of the Department. However, financial restrictions and government regulations impede the ability of the Department to design a strategic planning and implement a more balanced curriculum. Public policies towards universities that include measures of non-replacement of retiring faculty members and hiring of new faculty result in unreasonable teaching and administrative work loads for faculty. More positions for entry-level faculty—especially in areas other than social psychology—are needed. Spaces for laboratories are very limited. Financial resources must be provided to outfit new laboratories. Finally, the Department should be encouraged to construct its annual academic schedule well in advance so that students know early about course availability in the coming academic year and can construct their own schedules accordingly.

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

The Psychology Department participates actively in the Erasmus program having formed connections with European Universities The mobility of students from the department to European universities is constant. The department also welcomes numerous incoming students from several universities. The faculty has developed a specific study program in English for incoming students.

The Department aims to maximize the supply of learning resources and student support through a student-centered model of organization and development. During our meeting with the faculty, they pointed out that they do not have funding to cover the expenses of going to conferences. Consequently, they often pay for these expenses themselves.

The Department has set up an information and support system for students and graduates living with a disability (issues related to education, cyber library, career planning, professional skills).

During the pandemic, the Department set up a system of distance learning, individual supervision, information and conferences for students. The context of covid has shown how important it is to have a functional infrastructure to set up continuity of service for students.

However, as mentioned elsewhere in this Report, funding for infrastructure is both limited and out of the control of the Department. As a result, the facilities available for student learning and

support are very basic and, in some cases, inadequate. However, the Department facilitates direct access of students to every available classroom, lab, or other space.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The Department, being part of a public University, has no funding of its own and has to depend on funding offered centrally by the State. This situation creates the observed difficulties regarding facilities for learning purposes (classrooms, labs etc). Furthermore, a major limitation is that there are no student housing centers available.

The only recommendation that the Panel can make is for the Department to continue promoting the need for more and better facilities by documenting the limitations and their results on student learning.

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 analysing information and planning follow-up activities.

Study Programme Compliance

The Psychology Department collects evaluations of all courses using questionnaires to which students respond anonymously. These data are used to gauge the effectiveness of teaching, teacher performance, and the student-centered model of instruction. The data are used in an aggregate fashion to convey an overall picture of departmental teaching performance. It is not clear, however, that these evaluations are also used to identify problems with specific instructors and to offer individualized help in cases where there are persistent teaching problems.

A stated in earlier responses, student evaluations are generally positive and reflect well on the efforts of the faculty to present a strong academic program. An exhaustive analysis of student responses for the academic year 2021-2022 by the Department identifies many positives with regard to teaching and instructor quality, but also identifies infrastructure problems, including the need for additional classrooms. The Department also collects program evaluations from graduating students who present on overview of their experiences in the university.

Panel Judgement

Principle 7: Information Management	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Psychology Department should implement more systematic procedures for identifying and resolving to the extent possible student needs. For example, many students face economic difficulties and have problems acquiring their own computers for on-line instruction. Services that offer student support seem to be relatively sparse. Additionally, the Department must develop the means to follow up on the career paths of their graduates systematically and to establish better channels of communication with them. Feedback from graduates who are in the labour force will be very helpful in future program planning.

Principle 8: Public Information

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

> *Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.*
>
> *Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

Study Programme Compliance

The Psychology Department maintains an excellent website with both Greek and English versions. It includes detailed information on the goals and history of the department, its faculty and staff, and its regulations and quality assurance policy. The program of study is presented in great detail. Students can easily find information on requirements, courses, and exam schedules. The website also provides access to a variety of forms students may need in the course of their studies. Finally, the website includes information on faculty research programs, career prospects, and a variety of psychology-related news and announcements. Students can contact the department in person or via email, as is presented in the home page of the website.

The website includes information on faculty research programs, career prospects, and a variety of psychology-related news and announcements. Students can contact the department in person or via email, as is presented in the home page of the website. Finally, we also note that there is a special section on the department's website for incoming international students.

Panel Judgement

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

Panel Recommendations

The Panel was informed from some students that the website has not been entirely reliable in the past. We assume that any problems have been fixed and the website is maintained consistently. The Department should establish equally functional means of communicating with and following the progress of its graduates. This could be done via a special section of the current website, or in some other systematic fashion.

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

The Psychology Department aims to provide a study program in line with current scientific developments in the field of psychology. The study program follows the "scientist-practitioner model" (based on the three pillars: theory, research, and practice) and provides research and practical training in relation with important and sensitive socio-sanitary issues (e.g., psychological and social vulnerabilities). This is supported through the promotion by the Department of innovative applied research based on various partnerships with institutional and social organizations.

There is an internal Committee in place for the monitoring of the program. The objectives of this committee are to monitor the program annually and reflect on its improvement and adaptation. The work of this committee is based on several indicators: the evaluation of students, the needs of the Department, scientific and societal developments, contributions from partners (e.g., those who accompany the practical internship of students).

The Panel had a meeting with the members of the Committee and was convinced that the Program is adequately monitored.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

This Committee should be maintained, and its role should be further strengthened in the Department.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme Compliance

The Department is evaluated regularly by external Committees and respond to the recommendations made.

The last external evaluation of the Psychology Department was in 2013. At that time the Department included several members who are now retired and had clearly an even stronger emphasis in social psychology. That evaluation noted the strength of the undergraduate program but also identified some important structural deficiencies, especially with regard to offering a more balanced program of study. The evaluation mentioned that some of these deficiencies were addressed using temporary measures (e.g., bringing faculty from other universities to teach certain courses not covered by current faculty), but also acknowledged that the funding of additional faculty lines was essential to the long-term solution of the problem. Such funding is completely dependent on government action.

The 2013 report also noted the lack of adequate funding for laboratories and faculty research. It urged the Panteion University administration to allocate appropriate funds to cover some of these needs, though at the same time it acknowledged that government action is ultimately needed to alleviate these problems, which are compounded by the inability of the Department to control the number of incoming students ever year. Demand far exceeds resources on an annual basis.

Finally, the 2013 evaluation report identified a major problem with the training of psychologists across Greek universities: graduates from undergraduate programs have the right to work as

psychologists in a variety of institutional settings, even though the broad consensus among Greek psychologists is that an eight-semester training regime is inadequate.

The Psychology Department has managed to make progress on some of these issues. For example, it has hired entry-level faculty in specializations other than social psychology and thus is able to offer a wider variety of courses in the discipline. Unfortunately, it has recently lost faculty lines through retirement that have not been replaced, as far as the panel can tell. In addition, faculty members are trying to find a variety of sources to fund their research programs, and some of them have rather large research teams of undergraduate and graduate students.

Panel Judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

In its current evaluation, the panel benefitted greatly from information received from current students, graduates, and community partners involved in the practical training phase of the academic program. The Department should create a formal structure to obtain such information on a continuous basis and develop ways to utilize it in implementing appropriate changes in the academic program.

Part C: Conclusions

I.   Features of Good Practice

- The Faculty members and teaching staff are all very enthusiastic about their mission, they care deeply about their students and are willing to invest time and energy as needed to help them with their learning and their development in general.
- The students seem to be very satisfied, both with the Program of study and the courses it offers, as well as with the instructors' availability and willingness to assist them with their assignments. The professional and sometimes even personal relations they maintain with the instructors are very close and the students seem to be very appreciative of this attention they enjoy by the university personnel.
- The graduates remember with nostalgia their years as students at the University and in many cases maintain relations with favourite professors. They feel that the education received has prepared them well for entering the world of work and succeeding in their chosen careers.
- The social partners who act as employers of students in practical experience and other professionals who act as trainers and mentors for students find them well prepared and ready to undertake professional roles.
- The Program of study and the offered courses are well balanced and cover the main areas of psychology.
- The Program of study provides excellent training through research and openness to societal issues.

II.   Areas of Weakness

- The number of Faculty (Professors, Associate Professors and Assistant Professors) is not enough to carry out the so many activities needed to run the Department (teaching, administration, research), especially when the number of students is so large.
- The facilities available to teachers and students (classrooms, labs etc) are very basic and in some cases inadequate.

Note: *We understand that the two weaknesses identified above are beyond the control of the Department, since it is part of a public University and has no funds of its own.*

III.   Recommendations for Follow-up Actions

- The so-called Practical Experience, which is mandatory and is offered during the fourth year of studies, is a practice followed by all the Public Greek Universities and, therefore, it is beyond the control of the Department under review to make drastic changes. Usually, such practicum is offered at the graduate level, and it is formulated according to the relevant

specialization (clinical psychology, school psychology, counselling psychology etc). Considering the current situation in Greece, and the existing political, union, and other pressures, it is most likely that the status of the Practical experience will remain as is. However, it is the opinion of the Panel that it should be improved, both quantitatively and qualitatively. That is, the number of required hours (which now is set at 200) should be increased and the scope should be widened to include such professional activities as administration and interpretation of clinical instruments, tests, and protocols.

- The teaching staff should undergo training to become familiarized with the current trends for course design, based on student learning goals and outcomes. Making use of platforms such as the e-class (which is already available), instructors should make their courses more interactive and interesting, promote student involvement in the learning process and eventually transform the Program of study from teacher-centered to student-centered.

- The Department must develop the means to follow up on the career paths of their graduates systematically and to establish better channels of communication with them. This also could be done via a special section of the Department's website.

IV. Summary & Overall Assessment

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

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

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

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

Overall Judgement	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Emeritus Stelios N. Georgiou (Chair)**
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2. **Prof. Emeritus John Adamopoulos**
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