



Doc. 300.1.2

Date: 8/9/2025

Higher Education Institution's Response

- **Higher Education Institution:** University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** School of Education and Social Sciences
- **Department:** Department of Psychology
- **Programme(s) of study under evaluation Name (4 years, 240, 1 Cycle)**

In Greek:

Πτυχίο στη Ψυχολογία

In English:

Bachelor in Psychology

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Strengths for Bachelor in Psychology

- *The Department has a culture of continuous improvement.*
- *The newly proposed Bachelor's program has an even stronger research focus than the former programme, due to the mandatory thesis.*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>: Courses are weighted differently according to the expected workload (e.g., 5 ECTS vs. 6 ECTS) but neither the course documents nor the conversations with staff made clear which factors determined allocation of ECTS</p>	<p>We acknowledge the importance of transparency in the allocation of ECTS. To address this, the syllabus template for all courses will be revised within the spring semester of 2025-2026 to include a brief justification for the ECTS assigned, clearly linking them to the expected student workload, including contact hours, self-study, assignments, and assessments. Additionally, faculty will be provided with guidance to ensure consistency in how workload estimations are calculated and communicated across the programme. As a first option, instructors may be motivated to link the number of assessments to the ECTS (2 assessments for courses of 5 ECTS and 3 for courses of 6 ECTS), if the course content allows such a modification. Any revision that arises will be forwarded for approval to the Undergraduate Committee with a view to its implementation from the next academic year 2026-27. Corresponding information will be sent to the Agency</p>	<p>Responded to the recommendation</p>
<p>There is room in the syllabus for somewhat more emphasis on topics related to motivation and emotion</p>	<p>We acknowledge the observation regarding the relative underrepresentation of topics related to motivation and emotion in the current syllabus. The program currently includes the elective PSY 123 (Annex I)</p>	<p>Annex I at the end of the response</p>

	<p>Psychology of Motivation, while the Department has already planned that the next faculty position will focus on the area of counseling psychology, a field which naturally integrates concepts of motivation and emotion. This strategic hiring will enable the introduction or revision of relevant courses to better address these topics, enriching the curriculum with both theoretical and applied perspectives in this domain</p>	
<p>In many international Bachelor's programmes, a course on psychological testing and psychometrics would be mandatory rather than optional</p>	<p>We acknowledge the recommendation to make a course on psychological testing and psychometrics mandatory, as is common in many international Bachelor's programmes. However, the Department has recently undertaken a strategic curriculum reform with a stronger emphasis on research methods and data literacy as the undergraduate thesis is now obligatory based on the previous evaluation. At this stage, introducing an additional compulsory course in psychometrics would risk overloading the curriculum. Currently, the compulsory course PSY 223 Psychology of Individual Differences includes a significant component on psychometrics and psychological assessment, particularly focusing on reliability, validity, and the application of measurement in intelligence and personality research. In addition the elective course PSY 401 Diagnostic Methods in Psychology covers topics related to psychological testing and psychometry, as noted in the corresponding syllabus.</p>	<p>Responded to the recommendation providing reasoning</p>

	<p>We believe it is important to first implement and evaluate the effectiveness of the current curriculum in practice. Based on feedback and performance data from the next academic cycles, the Department will revisit this issue in the on the spring semester of 2026-2027. Should such a change be deemed necessary, it will be introduced in a gradual and student-friendly manner.</p>	
<p>UCY regulations require a minimum of two assessments per course, but many courses are assessed more frequently, adding to staff and student workload</p>	<p>We recognize that, while UCY regulations require a minimum of two assessments per course, many courses currently include more frequent assessments, which may increase workload for both staff and students. While maintaining pedagogical quality and ensuring effective learning outcomes, during spring semester 2025-2027 we will encourage faculty members to streamline assessment strategies where appropriate. Specifically, when course content allows, instructors will be motivated to link the number of assessments to the ECTS (2 assessments for courses of 5 ECTS and 3 for courses of 6 ECTS). Such a modification will effectively reduce the overall number of assessments, ensuring a balanced workload without compromising academic standards.</p>	<p>Responded to the recommendation</p>

2. Student – centred learning, teaching and assessment

(ESG 1.3)

Strengths for Bachelor in Psychology

- *Processes of learning and teaching are individualized.*
- *The fact that the internship is optional and bears no credit weighting emphasizes the fact that students are not entitled to practice psychology already after their first degree.*
- *A variety of course evaluation methods is used.*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The Department does not have an appropriate workload model, bearing the risk that some faculty may experience overload in teaching and supervising hours. The EEC's suggestion would be to create a system that records the hours they spend on teaching and supervising the thesis. Having a tool that allocates thesis supervision according to each teacher's workload would be useful too</p>	<p>We acknowledge the EEC's recommendation regarding the need for a formalized workload model to ensure equitable distribution of teaching and supervision duties. While the teaching load for core courses is clearly defined (two courses per semester per faculty member), we recognise that variability arises primarily from thesis supervision and related activities such as research experience and independent learning courses.</p> <p>To address this, the Department has decided a new system for the allocation of undergraduate thesis supervision responsibilities, due to the thesis being mandatory from winter semester 2025-2026. This system ensures that students are distributed as evenly as possible among faculty members, thereby reducing workload imbalances and promoting fairness. We will continue to monitor this system's effectiveness and consider further developments, such as recording supervision hours or expanding workload tracking tools, in future planning</p>	<p>Responded to the recommendation providing solution</p>
<p>The fact that students are allowed to repeat a course to improve their grade is highly unusual and bears the risk of grade inflation</p>	<p>We acknowledge the EEC's observation that allowing students to repeat a course to improve their grade is uncommon in international academic contexts and may</p>	<p>Responded to the recommendation with proposed actions</p>

	<p>carry the risk of grade inflation. The Department takes this concern seriously and will initiate a review of this policy in collaboration with the relevant university bodies. We aim to make an informed decision on this matter before the next evaluation period, with a view toward aligning our practices more closely with international standards. It has to be noted that the matter concerns University's general policy. The Department will forward the comment to the relevant University and Undergraduate Quality Committee for consideration</p>	
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3. Student admission, progression, recognition and certification (ESG 1.4)

There are well-defined and well-documented processes in all categories.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:

4. Teaching staff (ESG 1.5)

Strengths for Bachelor in Psychology

- *It is clear that during the past five years, the Department has managed to downsize the ratio of permanent to temporary staff in the programs, which is a good thing. It seems that the reduction of elective courses across the programs has ensured that the number of courses to be organised is more or less inline with staff capacity.*
- *Teaching staff have strong research profiles and show a great amount of commitment to the Department and its programmes. Recent hires with strong profiles further add to the strength of the Department.*
- *The teaching staff team is cohesive and seems to collaborate well with administrative staff.*
- *The fact that in the newly proposed Bachelor program the undergraduate thesis is mandatory further adds to the strong research orientation of the program.*
- *The Department provides continuous opportunities for student involvement in research, which seems to pay off. Students have received Cyprus Youth Organization awards for their research.*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There is room to build further on the strength of the staff by expanding the Department with new hires</p>	<p>We fully agree with the EEC’s recommendation and recognize the importance of expanding the Department by building on the strengths of our current academic staff. In line with this, we plan to reach the algorithmic limit for faculty positions as set by the University through one additional hire. Furthermore, we are actively pursuing an extra position aligned with the University’s strategic development goals. These additions will enhance the Department’s capacity for teaching, research, and student supervision. Three new positions for special teaching personnel have been announced (planned to begin on Jan 2026) with teaching and supervision responsibilities in the areas of Research Methods, Clinical and Counseling Psychology</p>	<p>Responded to the recommendation</p>

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

Strengths for Bachelor in Psychology

- There are well-defined and well-documented processes in all categories.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:

6. Learning resources and student support (ESG 1.6)

Strengths for Bachelor in Psychology and PhD in Psychology

- *Teaching is student-centered and students are getting regular feedback from academic staff.*
- *Overall, the University's facilities are new and modern, meeting most of the needs of the staff and student population.*
- *UCY has arranged for many student support services to be provided centrally.*
- *A valuable resource is the University Mental Health Center, which operates under the Department of Psychology. It is staffed by Department graduates and doctoral level trainees in Clinical Psychology.*
- *The Department indicates that the Mental Health Center and the University Field Research Centre have scope for sustainability, growth and expansion into specialised service units capable of generating income, which is a good thing.*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Some assessments need to be rethought in the advent of generative AI.	We fully acknowledge that the advent of generative AI calls for a re-evaluation of certain didactic and assessment practices. While we respect the principle of academic freedom in shaping course assessments, we also recognize the shared responsibility to uphold academic integrity and adapt to evolving technological contexts. Therefore, the Department will encourage all faculty members to reflect on how generative AI may impact their courses and to consider appropriate modifications to assessment formats. This will be discussed at upcoming departmental meetings during winter semester 2025-2026 to facilitate exchange of best practices and foster consistent, thoughtful adaptation across the curriculum. The new University policy on the matter (Annex II) will be presented to the faculty members.	Annex II at the end of the response
The academic staff pointed out the need to find more space for the development of the Department and its programmes, as well as the support on behalf of the	We fully share the concern regarding the need for adequate space and laboratory infrastructure to support the development of the Department and its	Responded to the recommendation providing reasoning

<p>central management for the purchase of necessary laboratory equipment</p>	<p>programmes. As long as the Department does not have its own dedicated building, this need cannot be fully met. In the meantime, we will continue to actively request support from the University's central administration.</p> <p>This support is particularly critical for the teaching laboratories, which play a central role in demonstrating the experimental and scientific character of psychology to students. It should include not only ensuring sufficient space but also the regular maintenance and timely replacement of laboratory equipment that naturally deteriorates through frequent use. Sustained investment in these areas is essential for maintaining the quality and relevance of our teaching and research activities. An exemplary implementation of this, is the recent (10/7/2025) approval, from the University of a one-time 200,000 Euro budget specifically to cover equipment needs</p>	
<p>The Department needs to model faculty workload in a more appropriate way</p>	<p>We acknowledge the EEC's recommendation regarding the need for a formalized workload model to ensure equitable distribution of teaching and supervision duties. While the teaching load for core courses is clearly defined (two courses per semester per faculty member), we recognise that variability arises primarily from thesis supervision and related activities such as research experience and independent learning courses.</p> <p>To address this, the Department has decided a new system for the allocation of undergraduate thesis supervision responsibilities,</p>	<p>Responded to the recommendation</p>

	<p>due to the thesis being mandatory from winter semester 2025-2026. This system ensures that students are distributed as evenly as possible among faculty members, thereby reducing workload imbalances and promoting fairness. We will continue to monitor this system's effectiveness and consider further developments, such as recording supervision hours or expanding workload tracking tools, in future planning</p>	
<p>Administrative support capacity needs to be safeguarded (and eventually increased in case of further growth of the Department)</p>	<p>We fully agree with the Committee's observation regarding the need to safeguard—and, if necessary, enhance—administrative support capacity, particularly in view of the Department's planned and anticipated growth. Efficient administrative support is essential to maintaining the quality of both academic and student services. The Department will continue to advocate strongly for increased support to the central University authorities, aligning our requests with the Department's expanding teaching, research, and service responsibilities</p>	<p>Responded to the recommendation</p>

7. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

No points raised

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	Click or tap here to enter text.	Choose level of compliance:

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Evangelos Paraskevopoulos	Assistant Professor	
Kostas Fanti	Professor, Chair of the department	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 8/9/2025

ANNEX I

Course Title	PSYCHOLOGY OF MOTIVATION				
Course Code	PSY 123				
Course Type	Elective Course				
Level	Undergraduate Level				
Year/Semester of Studies	2 nd -4 th year				
Instructor	Georgia Panayiotou				
ECTS	5 ects Student's work load is expected to be around 150 hours	Lectures/Week	2 lectures/week (3 hours in total)	Workshop s/ Week	-
Course's Aim	<p>To understand the construct and theories of motivation and their application to various domains of life. Students will acquire basic knowledge on what motivates individuals to act and pursue various goals and perform behaviors that are necessary for survival. The course will first introduce students to motivation for meeting specific internal/biological needs (e.g. sexuality, food consumption) and then deepen into modern motivational theories, mainly in the field of performance and achievement of goals. The role of emotions and the concept of self and self-regulation in motivation will also be studied. In the context of the course, students will also learn about the research methods used to study motivation, such as self-report, experiments and physiological measures and</p>				
Learning Outcomes	<p>Students will understand the concept of motivation, internal and external, and basic theories about what motivates various behaviors of daily life.</p> <p>They will be able to understand the relationship between motivations and emotions based on the biological systems that govern them.</p> <p>They will learn the basic motives for survival.</p> <p>They will understand the motives for more complex behaviors including self-improvement and values.</p> <p>They will be able to apply their knowledge to examples from their own behavior based on relevant class discussions.</p> <p>They will be able to develop a basic research proposal by formulating relevant research questions and hypotheses based on the literature</p>				

	<p>They will practice finding and reading primary literature</p> <p>They will practice writing in APA style</p> <p>They will practice working in groups and sharing their work-load</p> <p>They will acquire skills in presenting scientific information to an audience</p>		
Prerequisites	Clinical Psychology I	Prerequisites	Clinical Psychology I
Course Content	<p>Specific issues to be covered:</p> <p>Introduction in motivation psychology (Franken 1)</p> <p>Motivations to meet internal / biological needs</p> <ul style="list-style-type: none"> ○ Hunger and food intake (Franken 3) ○ Sexual Behavior (Franken 4) <p>Internal and external incentives</p> <ul style="list-style-type: none"> ○ Emotions (Geen 8) ○ Physical stimulation (Franken 5) ○ External motivation: reinforcement and punishment, Internal motives (Deckers 10) <p>Motivation for success</p> <ul style="list-style-type: none"> ○ Goals (Geen 2) ○ Social Environment (Geen 10) ○ Concept of self (Geen 4) ○ Self-regulation and regulation of behavior (Franken 14) 		
Teaching Methods	Lectures, discussion/applications to concepts to daily life, team project, students' presentations, independent reading,		
Required Reading	<p>Mandatory: Notes from Chapters Robert Franken HUMAN MOTIVATION, Russell Geen, HUMAN MOTIVATION, and articles from scientific peer reviewed sources.</p> <p>Supplementary: Ευκλείδη: Ψυχολογία Κινήτρων</p>		
Assessment Methods	<ul style="list-style-type: none"> • Midterm Examination (multiple choice) • Final Examination (multiple choice) <p>30%</p>		30%

	<ul style="list-style-type: none"> • Team Project: Development of a research proposal based on the articles we will study and present in the classroom/additional reading 30% • Five short summaries of chapters and articles 2 x 5= 10% <p>Research Proposal: It will be based on the topic described in one of the articles given in the reading list. A team of students will be asked to work together, find additional sources on that topic and think of a research question to address: The goal is to think about what you still need to learn. That is, what hypotheses arise from the article and the additional literature you have read. Your research should include at least 5 bibliographic references in addition to what was read in class, a well-designed and specific proposal for a study (experiment, correlation, etc.) with specific predictions from the bibliography of what you might find if you conduct this research. The proposal will be written in an article format, following APA's guidelines, including Introduction, Methodology, Expected Results, and Conclusions.</p> <p>Your research should be feasible.</p>
Language	Greek

Course Title	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES				
Course Code	PSY 223				
Course Type	Mandatory Course				
Level	Undergraduate Level				
Year/Semester of Studies	2 nd or 3 rd year of studies				
Instructor	George Spanoudis				
ECTS	6	Lectures/Week	2 lectures/week (3 hours)	Workshops/Week	
Course's Aim	The main objective of the course is to understand the causes of individual differences in human behaviors and abilities and the different ways of measuring them. A second objective is achieved through the fulfilment of three specific activities: understanding basic psychometric principles, analyzing the key findings of the area of individual differences and understanding the basic elements of psychometric evaluation.				
Learning Outcomes	<p>At the end of the semester, students must be able:</p> <ul style="list-style-type: none"> • understand the principles of Psychometry. • acquire systematic knowledge of the core areas and applications of the psychology of individual differences. • be able to convey ideas and research findings in writing or orally and to prepare psychometric assessments. 				
Prerequisites	MAS 051 Statistics	Co-requisites			
Course Content	<p>This course is an introduction to the field of psychology of individual differences and psychometrics. The first two weeks of the course focus on the genetic and environmental factors that determine individual differences and constitute the theoretical framework of the psychology of individual differences. All the remaining weeks are devoted to the description of main topics of the scientific field of the psychology of individual differences, whose main objective is the study and measure of human characteristics. The course is a general introduction to the causes of individual differences and the properties of the diversity of human behavior and psychometric assessment. In order to meet this goal, first, we summarize the principles, measurements and findings of the psychology of individual differences and, second, we present basic elements of psychometric assessment of intelligence and personality. The course requires basic knowledge of statistics, high school biology and introductory psychology.</p>				
Teaching Methods	Lectures, discussion in class, empirical study				

Required Reading	<p>Alexopoulos, D. (2011). <i>Psychometrics: Designing Test and questions' Analysis</i>. Athens: Greek Letters.</p> <p>Ashton, M. C. (2018). <i>Individual Differences and Personality (3rd ed.)</i>. Elsevier Academic Press.</p> <p>Kaplan, R. M., & Saccuzzo, D. P. (2017). <i>Psychological Testing: Principles, Applications, and Issues (9th ed.)</i>. Boston, MA: Cengage Learning.</p> <p>Knopik, V. S., Neiderhiser, J. M., DeFries, J. C., & Plomin, R. (2017). <i>Behavioral genetics</i>. 7th ed. New York: Worth Publishers, Macmillan Learning.</p> <p>Koulakoglou, K. (2013). <i>Psychometrics and Psychological Assessment</i>. Athens: Patakis Publications.</p> <p>Miller, L. A., & Lovler, R. L. (2018). <i>Foundations of psychological testing: A practical approach</i>. Sage publications.</p> <p>Nettle, D. (2007). <i>Personality: What makes you the way you are</i>. Oxford University Press.</p>
Assessment Methods	<p>The final grade of the course will be the sum of the grades of attendance in the course, the empirical study, the mid-term exam, and the final exam.</p> <p>The percentage of the empirical study is 20%.</p> <p>The percentage of the mid-term exam is 30%.</p> <p>The percentage of the final exam is 45%.</p> <p>Participation in the discussions is 5% of the final grade.</p> <p>The presence and active participation in the course, as well as the writing of the empirical study are considered mandatory for the understanding of the course and its successful completion.</p>
Language	Greek Language

Course Title	Diagnostic Methods in Psychology				
Course Code	PSY 401				
Course Type	Elective				
Level	Undergraduate				
Year/Semester of Studies	4 th year				
Instructor	Andria Shimi				
ECTS	6	Διαλέξεις / εβδομάδα	2 lectures / week (1.5 hrs per lecture, 3 hours total)	Εργαστήρια / εβδομάδα	---
Aim Courses	<p>The main objective of the course is to familiarize the students with the process of psychodiagnostics assessment and to present the main clinical assessment methods used in the context of a diagnostic investigation. Emphasis will be placed on the importance of diagnosis as a process of interdisciplinary approach and on the cultivation of ethical thinking and behaviour around psychodiagnostics assessment.</p> <p>A partial goal of the course is to cultivate students' critical thinking regarding the use and effectiveness of diagnostic assessment tools.</p>				
Learning Outcomes	<p>By the end of the course, students are expected to know, understand, and be able to describe:</p> <ul style="list-style-type: none"> - what is a psychological assessment and the role of the applied psychologist in it (including the different specialties of applied psychology) - the main methods of diagnostic assessment (e.g., clinical interview, behavioural observation, psychometric tests, functional assessment scales) and the assessment goal of each - fundamental psychometric properties (reliability, validity, norms) needed to select appropriate psychometric tools during a diagnostic investigation - the main systems of diagnostic classification - ethical issues concerning clinical diagnosis <p>Also, by the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - conduct a bibliographic search to study the literature related to psychodiagnostics assessment and to find psychometric tools for the assessment of mental disorders and neurodevelopmental syndromes - write an essay (including citations and references) based on the APA style (Publication Manual of the American Psychological Association) <p>& will have developed oral presentation skills</p>				

Prerequisites	---	Co-requisites	---
Course Content	<p>The course will approach psychological assessment as the mean for understanding deviant behaviour. To this goal, the main diagnostic classification systems, clinical interview, behavioural observation, and methods of assessing key areas of functioning such as personality, cognitive functions & mental status, and internalizing and externalizing behaviours will be presented and discussed. Also, ethical issues related to clinical diagnosis (e.g., phenomenon of social stigma), the role of the psychologist in the diagnostic investigation, and important psychometric properties (reliability, validity, and norms) related to the selection of appropriate clinical tests will be discussed.</p>		
Teaching Methods	Lectures, class discussions, notes, articles, student presentations, studying psychometric tests and scales		
Required Reading	<p>Κουλάκογλου, Κ. (2012). Ψυχομετρία και Ψυχολογική Αξιολόγηση. (3^η εκδ.). Αθήνα: Πατάκης.</p> <p>Μέλλον, Ρ. (2010). Κλινική ψυχομετρία. Αθήνα: Πεδίο.</p> <p>Groth-Marnat & Wright, J. A. (2016). Handbook of Psychological Assessment. Wiley</p>		
Assessment Methods	<p>Final exam 50%</p> <p>Study and in-class student presentation 10%</p> <p>Essay 30%</p> <p>Class participation 10%</p>		
Language	Greek		

Annex II



University
of Cyprus

GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING AND RESEARCH



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Approval

This document was approved by the Rector's Council at meeting 17/2025/RECT held on the 23rd of May, 2025 and by the Senate Council at meeting 14/2025/SENATE held on the 11th of June, 2025.



INTRODUCTION

Artificial Intelligence (AI) is advancing at unprecedented speed, driven by the rise of generative AI and Large Language Models (LLMs) such as ChatGPT, DeepSeek, Claude, Gemini, and Mistral. These systems, trained on vast internet-scale datasets, now produce realistic, coherent text and multimedia content in response to human prompts. Their rapid integration into everyday tools has generated excitement about their potential, including their role in learning, research, and creative work.

Despite their impressive sophistication, LLMs are in essence probabilistic systems that rely on unverified data and offer no transparent reasoning and in some cases no source attribution. Their responses can be biased, inaccurate, or misleading - posing a serious challenge to academic integrity and the cultivation of independent thought. As LLMs increasingly mediate access to information, there is a growing risk that students may bypass the intellectual processes central to learning: engagement with and critical analysis of learning materials and scholarly text, evaluation and combination of different information sources, deep thinking and sustained reflection.

The University of Cyprus is committed to upholding the foundational values of education: mastery of disciplinary knowledge, understanding of the scientific method, logical reasoning, self-directed inquiry, and the ability to express complex ideas with clarity and creativity.

While LLMs may support these goals when used carefully, for example as assistants in writing, coding, brainstorming or routine work, they must not replace the human mastery of disciplinary knowledge required to achieve them.

These guidelines are intended to help students, researchers, and educators to integrate AI responsibly, ensuring it enhances, rather than undermines, human intellectual development and the mission of higher education.



A. BASIC PRINCIPLES AND GENERAL GUIDELINES

- **Commitment to Teaching, Learning and Research:** The University of Cyprus remains committed to its core mission: advancing science through academic research and imparting scientific knowledge to students through rigorous instruction. It strives to empower students and researchers with a deep understanding of scientific principles, foster creativity and critical thinking, strengthen problem-solving abilities, and instil ethical values that support the development of responsible citizens who excel in scientific and professional careers while making positive contributions to society. The University of Cyprus considers AI a powerful tool that can enhance education and research, helping students, researchers and faculty pursue their distinct objectives in alignment with the University's mission.
- **Use of AI and Compliance:** The University of Cyprus community is encouraged to use available AI tools to improve comprehension, enhance teaching, support learning and research, and increase productivity provided that their use complies with ethical principles and legal requirements, including the University of Cyprus' academic integrity policies, the [EU AI Act](#)¹ and the guidelines of the European Commission under the [European Digital Education Action Plan 2021-2027](#)².
- **Output Responsibility:** The University of Cyprus faculty, students and researchers who use AI tools are solely responsible for confirming the accuracy, reliability, and ethical compliance of the outputs they generate. This includes a duty to critically cross-check AI-generated content against original sources. This responsibility extends to AI tools or systems developed, used, distributed, or imported by the University of Cyprus, which must adhere to principles such as human agency and oversight, technical robustness, privacy and data governance, transparency, fairness, and accountability.

Since AI tools generate responses based on existing online material without any verification of their accuracy and timeliness against valid scientific information sources, users must independently assess and verify the accuracy and reliability before using, forwarding or referencing this output for any academic reason.

- **AI as a Complement, Not Substitute:** Every AI tool should be utilized with the aim of augmenting human learning and/or decision-making, serving as a supportive tool that enhances critical thinking and independent analysis rather than substituting them. It is imperative that users continue to engage deeply with the content and apply their own evaluative and critical appraisal skills, using AI as one of many resources to inform their decisions.

- **Awareness of AI Risks:** The University of Cyprus adopts the risk categorisation defined in the [EU AI Act](#)¹—unacceptable, high, limited, and minimal risk—and its guidelines reflect this classification. University members must be aware of potential issues associated with the use of AI. These include but are not limited to:
 - academic integrity risks (e.g., plagiarism, copyright and IP infringement)
 - ethical, privacy and safety concerns (e.g., biases in outputs, privacy violations including uploading another author’s original writing without their consent, lack of transparency in declaring AI use)
 - dependency risks (e.g., diminished critical thinking and de-skilling)
 - inaccuracy and misinformation risks (e.g., hallucinated AI output and deepfakes - audiovisual content altered by AI - can lead to false information which may include intentionally and unintentionally manipulated data that leads to biased output)
 - social inequalities (e.g., unequal access or improper use that may provide unfair advantages to a person or a group)

- **AI Prohibitions and Ethical Risks:** Certain AI applications pose unacceptable risks and are **strictly prohibited** at the University of Cyprus in accordance with the [EU AI Act](#)¹. These include:
 - subliminal AI manipulation, which influences behavior without user awareness
 - social scoring AI, which ranks individuals based on personal behavior or socioeconomic background
 - AI that exploits vulnerabilities, particularly those that discriminate based on age, disabilities, or socioeconomic status.

The University of Cyprus enforces strict compliance with these regulations to maintain ethical AI use.

- **Input Responsibility and Safety Considerations:** Users must exercise great caution when entering data into AI tools, avoiding the input of personal, confidential or unpublished research data, as well as copyrighted content. It is emphasised that AI tools may store, analyse, or use input data to improve their models, potentially leading to data leaks, ethical and safety concerns.

- **Verbatim Copying:** While AI tools may assist in academic work, direct submission of AI-generated content as one's own is prohibited, except where explicitly authorized. Students and researchers must substantially contribute original analysis and critical thinking, especially when using AI interactively to enhance their work. Additionally, it is noted that some AI tools might be using watermarking techniques – that is, the embedding of invisible identifiers in the generated content. These identifiers may be detected during plagiarism checks, potentially risking future plagiarism allegations and damaging the University of Cyprus' and the user's reputation. To prevent such risks, it is important to safeguard the University of Cyprus community and oneself against any future violations of academic integrity.
- **Citation Requirements:** The general use of AI tools doesn't necessitate explicit declaration unless mandated in specific contexts, such as research papers or student assignments. Depending on the task, using minimal-risk tools like spell-checkers, translators, and simple automation functions, or gathering information with AI from publicly available sources, can be employed to acquire knowledge and shape opinions. Generally, such methods should not be explicitly mentioned unless there's a clear directive to the contrary. However, transparency is essential in the use of AI tools. Such tools range from AI-powered chatbots and plagiarism detection software to any AI tool or system that generates output (e.g., text, code, images) that is either directly used or substantially influences academic work (e.g., research papers, homework assignments, essays, exams). In such cases, users must properly cite the use of AI tools to avoid plagiarism and ensure transparency.
- **Mitigation of Risks:** The University of Cyprus encourages all faculty, students and researchers to actively engage with and participate in the University's inclusive activities and training sessions on AI, offering regular updates on emerging AI risks and best practices in teaching C learning, as main mitigation actions against these risks. Furthermore, both students and staff are encouraged to take personal initiative in developing their professional and digital skills, ensuring they are well-prepared to engage effectively and safely with advanced AI tools.



B. GUIDELINES FOR SPECIFIC GROUPS

This section enumerates the general guidelines to **specific user groups** (students, teaching staff and researchers) at the University of Cyprus.

B1. COURSE INSTRUCTOR GUIDELINES

- **AI Usage Instructions:** Instructors must exercise critical thinking over any AI-assisted use in teaching to ensure fairness, transparency, and accountability, with final responsibility for teaching and grading resting solely with the instructor.

Instructors should also provide specific guidelines for the permitted use of AI in the course syllabus or in the instructions of graded assignments or exams, in accordance with course objectives and learning outcomes, as well as academic integrity guidelines. Where AI use in graded coursework is not permissible, it should be stated in the assignment instructions.

- **Integrity of the Assessment Process:** Instructors are encouraged to adapt the assessment methods for assignments and examinations to ensure the integrity of the assessment process. For example, take-home exams and thesis assessments may be replaced or complemented, if possible, with in-class quizzes or oral examinations to mitigate AI-related risks.
- **Use of Plagiarism Detection Tools:** Instructors may use plagiarism detection tools such as those available in Blackboard and Moodle. It is noted, however, that these tools have a margin of error and should not constitute the sole source for the identification of academic misconduct.
- **AI as a Teaching Tool:** Instructors are encouraged to use AI tools to deliver personalized or group-tailored learning opportunities, acting as a personal tutor for each student or group to enhance engagement and improve learning outcomes. While AI can be a valuable tool in education, it should complement the instructor's role rather than replace it.

Instructors should remain aware of the potential limitations and inaccuracies of generative AI systems.

Certain AI tools considered to pose limited risk should be used transparently. Examples include AI-powered chatbots (e.g., virtual assistants for answering student questions), plagiarism detection tools (e.g., Turnitin, Blackboard SafeAssign), and AI-assisted feedback tools (e.g., Grammarly for writing improvement). Instructors who use these tools in ways that directly impact student assessment, or academic evaluation, must ensure transparency and inform students accordingly by specifying their use in the course syllabus.

- **Privacy Protection and Responsible Use:** Instructors must ensure compliance with the General Data Protection Regulations (GDPR) and the [EU AI Act](#)¹ when using AI tools or systems in teaching and assessment. They must not upload student or third-party work onto AI platforms in ways that may raise significant risks for privacy, intellectual property, or data security.
- **Development of Comprehensive AI Teaching Competencies:** Instructors are urged to develop digital competencies on the use of AI in teaching, by: a) fostering general AI literacy among students (Teaching for AI), b) integrating AI tools when they assess that this can enhance pedagogy (Teaching with AI), and c) delivering specialized instructions on the use of AI technologies and the ethical considerations involved (Teaching about AI). In any case, the use of AI in teaching should be adapted to align with the unique pedagogical models, professional autonomy, and structural requirements of higher education³.



B2. STUDENT GUIDELINES

- **Academic Skill Development:** As part of their academic training, students must further develop and apply their skills in generating ideas and arguments, conducting research and analysis, designing and executing projects, applying critical thinking, writing and revising work, synthesizing information, and citing sources properly. This list is not exhaustive but reflects a broader effort to ensure that students gain the most from their academic training. In all, the use of AI must enhance but not substitute fundamental academic processes.
- **AI as a Learning Aid:** Students can use AI tools as an educational aid in order to enhance their learning. Examples of use are the following:

- **Better understanding of text, concepts and language**

AI tools, for example, can be used to obtain simple or even more detailed explanations of concepts or of elaborate text.

- **Brainstorming**

AI tools, for example, can serve as a sounding board for bouncing ideas, can provide suggestions or refine a concept. In more complex settings they can also analyse data and find trends or provide predictions for potential outcomes.

- **Checking and enhancing syntax and grammar**

Besides basic text corrections, AI tools can improve the clarity and readability of the text, the writing style and the structure of the assignment. Students are encouraged to review any text edits proposed by AI tools to pinpoint areas where they can further enhance their writing skills.

- **Transparency in Use:** While AI can support learning, certain AI tools considered to pose limited risk require transparency in their use. Examples include AI-powered chatbots (e.g., ChatGPT for brainstorming), and adaptive learning platforms (e.g., AI-driven tutoring systems). If students use these tools in ways that directly influence their academic work, their use must be disclosed and properly referenced.

For graded assignments, exams, or projects, if AI tool usage is not addressed in the general guidelines, students must consult the course instructor to determine what is permitted.

- **Plagiarism:** The use of AI generated output may be considered plagiarism if it does not reflect substantial intellectual contribution by the student. ***Plagiarism is considered a disciplinary misconduct at the University of Cyprus.*** To avoid plagiarism students must always reference the original sources and use quotation marks (e.g., “copied text”) when directly incorporating or paraphrasing AI-generated content.

In the event of plagiarism, disciplinary action may be taken in accordance with the [Undergraduate Studies Rules](#)⁴ (Section III, “Disciplinary Rules for Students”,) or the

[Postgraduate Studies Rules](#)⁵ (Section III, “*Disciplinary Rules for Students*”) depending on the level of study.



B3. RESEARCHER GUIDELINES

- **AI Tools in Research:** AI tools can be used effectively in conducting research. Novice researchers must learn the essentials for appropriate and ethical use of AI technology as defined by the University of Cyprus and European and international guidelines and laws as well as publishers.

Researchers should apply critical judgement when using AI tools in research due to the lack of transparency regarding the datasets used to train these tools⁴. The training datasets may include both unintentionally biased and inaccurate content, as well as data polluted with malicious intent. Even non-malicious data can reflect societal biases or outdated information, potentially compromising the reliability and ethical soundness of AI-generated outputs.

- **Research Originality:** A basic tenet of research work is the original contribution to science and any use of AI that leads to non-genuine contributions is not permitted. This prohibition falls under unacceptable risk due to the potential for AI to undermine academic integrity by producing content without genuine authorship, introducing algorithmic bias, and facilitating the submission of non-original work.
- **Responsible Use of AI in Research:** While generally considered of limited risk, the use of AI tools for research-related tasks such as literature reviews, coding, or data analysis requires researchers to be mindful of higher potential risks. Researchers must maintain transparency by documenting the AI tools used and the tasks performed with them. All researchers must comply with the “[Living guidelines on the responsible use of generative AI in research](#)” developed by the European Research Area Forum⁶.
- **Misuse of AI in Research:** Researchers are responsible for ensuring that AI is not used to create false, misleading, or unverifiable research findings. Fabrication or misrepresentation of data using AI constitutes academic misconduct and may result in disciplinary action.
- **Verification and Compliance:** Researchers should exercise due diligence in verifying accuracy and comply with the University of Cyprus’ policies, intellectual property laws, the [EU AI Act](#)¹, and GDPR, including data protection and ethical considerations.
- **Preservation of Confidentiality:** Researchers should apply care when dealing with confidential, personal, sensitive or proprietary content. Upholding confidentiality is essential to maintain trust, protect data subjects from potential harm, and adhere to ethical, research and legal standards.

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