

Doc. 300.1.2

Date: 16.06.2025

Higher Education Institution's Response

- **Higher Education Institution:**
University of Limassol
- **Town:** Limassol
- **Programme of study Name (Duration, ECTS, Cycle)**

In Greek: Ψυχολογία (4 χρόνια, 240 ECTS, Πτυχίο, Εξ αποστάσεως)

In English: Psychology (4 Years, 240 ECTS, BSc, E-learning)

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

In Greek: n/a

In English: n/a



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)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The University and the Department have proper Quality Assurance policy and procedures in place.	We would like to thank the Committee for their observation. Indeed, the University and the Department have comprehensive Quality Assurance (QA) policies and procedures in place. These frameworks ensure that academic quality, assessment standards, and teaching effectiveness are continuously monitored and enhanced, aligning with both internal expectations and external regulatory requirements.	
The University of Limassol website provides a description of the BSc programme (Conventional Mode) but not yet on the planned BSc programme (E-Learning mode).	We acknowledge the importance of ensuring accurate and comprehensive public information and to this end we have created a website providing full description of the planned BSc in Psychology study program (E-Learning mode). Please visit the link here: https://www.uol.ac.cy/en/program/ptychio-psychologias-ex-apostaseos/	
The proposed programme is internationally comparable and is served by a strong teaching staff.	We are pleased to note the recognition of the programme's international comparability and the strength of the teaching staff involved. The academic team brings together a diverse range of expertise and research backgrounds, ensuring a high standard of teaching and supervision aligned with international benchmarks. This foundation allows us to deliver a robust and contemporary curriculum that supports both academic development and professional readiness for our students.	
Careful consideration has been given to the target market, and for that reason the programme is offered in Greek	Offering the programme in Greek reflects our commitment to making higher education more accessible and inclusive for the local and regional population. It also aligns with national needs and enhances the potential for societal impact, particularly in professional fields where knowledge of the local language and cultural context is essential, such as psychology.	
Care has been taken to integrate the programme with the community, with external	Emphasis has been placed on integrating the programme with the wider community. External stakeholders, including	

<p>stakeholders playing a significant part in planning and also offering Practicum experience to students.</p>	<p>professional bodies, NGOs, and public sector institutions, have been actively involved in the planning phase and will continue to play a vital role in delivering the Practicum experience. This engagement ensures that the programme remains responsive to real-world needs, enhances the employability of graduates, and fosters meaningful connections between academic learning and professional practice.</p>	
<p>The number of ECTS devoted to research methods and statistics is low compared to BSc programmes in research-intensive universities (a typical programme might dedicate 60 or more ECTS to these topics).</p>	<p>We thank the committee for pointing this out, as it is an important point for research-intensive universities such as the University of Limassol. Currently, the study program includes the following courses related covering research methods and statistics: (1) Quantitative Research Methods (7.5 ECTS), (2) Qualitative Research Methods (7.5 ECTS), Statistics I (7.5 ECTS), (4) Statistics II (7.5 ECTS), (5) Introduction to Scientific Programming (7.5 ECTS), (6) Undergraduate Thesis 1 (7.5 ECTS), (7) Undergraduate Thesis 2 (7.5 ECTS) and we have also added (8) <i>Psychological tests and Measurements</i> (7.5 ECTS) as a compulsory course (previously an elective). Finally, our (9) Advanced Seminars: Research & Applied psychology series (7.5 ECTS) will also have a prominent applied component, directly related to data analysis and conclusions arising from such procedures. This brings a total of 67.5 ECTS for research-related topics, in line with expectations of research-intensive BSc programmes at an international level.</p>	
<p>A tweak to the programme might be to reshuffle the order of some of the courses: o “Developing Communication and Professional Skills” might be moved to a Semester, immediately preceding the practicum. o “Ethical Issues in the Social Sciences and Humanities” might be also moved to a later Semester and be aligned with the Practicum. That would allow students to discuss ethical issues they encountered during their practicum experience with each other as well as with the</p>	<p>We are in agreement with the logic of this request and to this end we have proceeded with moving both courses later on in the study program, so students can benefit the maximum from the acquisition of this knowledge. Specifically, the course “Developing Communication and Professional Skills” has been moved to the C semester and “Ethical Issues in the Social Sciences and Humanities” has been moved to D semester. This alignment will support students in critically engaging with ethical concerns with more knowledge and understanding of various psychological themes. This change will also serve as a</p>	

<p>instructor (also see next bullet). In that stage of the programme, students also have acquired more knowledge of and insight in psychological phenomena and a higher level of maturity.</p>	<p>timely preparation for what they may encounter during their practicum, while benefiting from their more advanced academic and personal development at that stage of the programme. Please see Annex 1.</p>	
<p>It is highly commendable to keep the course on Ethics into the programme, as it is essential in preparing students to address the ethical challenges they will encounter in their professional lives. The course appropriately focuses on professional ethics, the use of artificial intelligence and emerging technologies, and includes the discussion of relevant cases and ethical dilemmas. However, in addition to moving it to a later semester, we recommend the inclusion of a practical training component. This should focus on real-life case studies and the development of a psychological competency necessary for managing ethical issues. Such an addition would equip students with a general and applicable tool to make decisions and find satisfactory solutions allowing them to effectively navigate complex ethical situations in their future professional practice.</p>	<p>Thank you for your feedback. We fully agree with the importance of equipping students with practical tools to navigate complex ethical challenges. In response to your recommendation, we have updated the study guide accordingly: the Ethics course has not only been moved to a later semester, but now also includes a practical training component. This component is based on real-life case studies and is designed to support the development of psychological competencies essential for managing ethical dilemmas. Through this, students will gain hands-on experience in ethical decision-making and be better prepared for the realities of professional practice. Please see the study guide PSY1205 - Ethical Issues in the Social Sciences and Humanities (Study Guides Folder) and Annex 1.</p>	
<p>As doing a Practicum may not be feasible or desirable for every student, the team may consider making it optional (see also Section 2 below).</p>	<p>The committee is right in pointing this out and we fully acknowledge that not all students may wish—or be eligible—to undertake the Practicum component, particularly in cases involving safeguarding considerations. In light of this, we confirm that the Practicum is now presented as an optional component within the program structure, allowing flexibility for students to tailor their learning experience according to their individual circumstances and career goals. Students who do not wish to undertake a Practicum will be able to choose an Elective. Please refer to Annex 1.</p>	

<p>Some courses that are now part of the electives might be made compulsory, as they commonly make part of the mandatory courses in international BSc programmes: Psychological Tests and Measurements, Neuropsychology, as potentially also Psychopathology and Psychopharmacology. This will increase the size of the compulsory part of the programme, which does not seem to be a problem. If the team wants to keep a larger part of the programme optional, it might consider moving more applied courses to the electives (Industrial/Organizational Psychology, Clinical Psychology).</p>	<p>Thank you for your input. We have taken your recommendation into account and have made the suggested changes to the programme structure. Psychological Tests and Measurements, Neuropsychology, and Psychopathology have now been moved from the electives to the list of compulsory courses, aligning our curriculum more closely with international BSc standards. While we recognize the importance of maintaining flexibility, we have carefully adjusted the balance between compulsory and elective components to accommodate these changes. Please see Annex 1.</p>	
<p>Given the compulsory nature of the thesis and the importance of academic writing in this respect, the team may consider adding a course on Academic Writing to the programme. In that course, attention can be given to how to build a rationale for your research questions (training of argumentative skills) as well as to the responsible use of generative AI in the writing process.</p>	<p>Thank you for your suggestion. We fully agree on the importance of academic writing skills, especially in preparation for the thesis. In response, we have created and added a dedicated course on Academic Writing (Please see Annex 2) to the programme in Semester F, just before Undergraduate Thesis 1 (Semester G). This course focuses on building a strong rationale for research questions and developing students' argumentative skills. It also includes a component on the responsible use of generative AI in the writing process, ensuring that students are well-prepared to engage with current tools while maintaining academic integrity. We believe that it will serve as solid preparation for the development of an undergraduate thesis. Please see Annex 1 and Annex 2.</p>	
<p>Course descriptions seem to suggest there is a high load on theories in the design of the course and a lesser focus on empirical research and evidence.</p>	<p>In response to this suggestion, we have revised the course content to better balance theoretical foundations with empirical research and evidence-based approaches. This includes a stronger emphasis on engaging with current empirical studies, applying research methods in practice, and critically evaluating data and findings across relevant courses. These changes aim to ensure that students not only understand theoretical concepts but are also well-</p>	

	<p>equipped to apply them in empirical contexts. Please refer to Annex 3.</p>	
<p>It might be worthwhile checking (unnecessary) overlap between courses (e.g., research methods/statistics/programming).</p>	<p>We thank the committee for giving us the opportunity to explain our rationale behind some overlap between certain courses. We recognize that these foundational subjects can be challenging for students, particularly early in the programme. By carefully coordinating the sequence and scope of topics, with some repetition between them, we aim to create smooth transitions from one course to the next and to help students build confidence in the knowledge they possess. This intentional reinforcement allows students to revisit key concepts in different contexts, deepening their understanding and building their confidence through discrete repetition and application. Moreover, instructors involved in these courses are working collaboratively to ensure that learning outcomes are complementary rather than redundant, and that skills learned in one course (e.g., data handling or interpretation) are reinforced and expanded in subsequent ones (e.g., statistical analysis or coding for data visualization). This integrated approach not only enhances learning but also supports students in developing a cohesive and practical skill set in empirical research and beyond.</p>	
<p>The documentation provided no clear information on the Department's information management. Although Moodle systematically collects data in relation to the academic performance of students and the Distance Learning Student Support officer checks the student's activities and progress weekly, it is not clear to which extent the Department will implement procedures for analyzing and evaluating such data or whether there is a relevant policy in place. Since no students have yet</p>	<p>Thank you for your feedback regarding information management. Although the BSc Psychology (Distance Learning) programme has not yet commenced, the Distance Learning Unit (DLU) has been actively running other distance learning programmes since the Fall Semester 2024. From the outset, we have implemented formal and structured procedures for monitoring and evaluating student data across all courses. Our instructors have access to detailed Moodle Analytics reports, supported by the official UoL Guide (attached), which outlines how to track individual student engagement, activity completion, and time spent on each learning task. These analytics allow instructors to identify patterns in</p>	

<p>commenced on-programme, there are no further insights to offer for now. For this reason, we have graded information management as 'partially compliant'.</p>	<p>student behaviour, such as delays in completing activities or low engagement with key materials. This enables timely intervention and instructional adjustments. At the institutional level, the DLU performs weekly monitoring of all student logins and course access. If a student remains inactive for more than 10 days, our Student Support Officer contacts the student. If there is no response, the case is escalated to the Instructor and Programme Director. Prolonged inactivity results in further escalation to the academic Department and the Accounts Office, and the student is formally notified that a "W" (Withdrawal) will be recorded for the course. Importantly, this approach is underpinned by a clearly defined internal policy on LMS analytics, which has already been communicated to all instructors. This policy sets out expectations for weekly monitoring, instructor intervention protocols, and collaborative actions with administrative staff to support at-risk students. It ensures consistent and strategic use of student data in line with CYQAA standards. Finally, we are pleased to report that the DLU passed the ISO 9001 quality audit without any recommendations, which validates the integrity and rigour of our processes, including those related to information management and data-driven educational improvement. Please refer to Annex 4.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The distance learning methodology involves a series of varied and interesting activities which aim to enhance students' motivation and learning engagement.	We appreciate the positive feedback on our distance learning methodology. We are pleased that the variety and design of learning activities have been recognized by the Committee as effective in enhancing student motivation and engagement.	
The programme includes a high proportion of asynchronous learning activities, which aligns well with students' preferences for flexible and self-paced learning, in accord with their personal needs.	We thank you for acknowledging the value of the programme's emphasis on asynchronous learning activities. This approach is intentionally designed to provide students with the flexibility to engage with course content at their own pace, accommodating diverse schedules and personal learning needs. We will continue to monitor student feedback to ensure that this balance remains effective and supports academic success.	
Students are provided with multiple opportunities to communicate and interact within the learning environment. In addition, many students report using private communication channels to engage informally with peers about academic matters, which indicates strong student support for peer interaction.	We appreciate the recognition of the multiple opportunities available for student communication and interaction within our learning environment. The Department of Psychology will continue to promote both structured and informal interaction opportunities, as we believe that collaborative learning significantly enhances the student experience and academic outcomes.	
Staff appeared to be enthusiastic and motivated to implement the above activities to the best of their ability and also to support students in the process.	We thank the Committee for their positive observation. The academic and administrative staff are highly committed and enthusiastic about its implementation. Their motivation stems from a shared vision to offer a high-quality, student-centred learning experience. All members of the team are dedicated to supporting students academically and professionally, ensuring their successful engagement,	

	progression, and development throughout their studies.	
The University has implemented a proactive policy on academic integrity in relation to emerging technologies such as Large Language Models (LLMs). The institution has clear strategies in place to mitigate risks while also leveraging the educational potential of these tools to enhance students' critical thinking and analytical skills.	We thank the Committee for acknowledging this important aspect of our institutional policy. The University of Limassol recognises the evolving landscape of higher education and has indeed adopted a proactive and balanced approach toward the integration of emerging technologies, including Large Language Models (LLMs).	
Teaching staff have put substantial effort already into the development of marking rubrics.	Thank you for highlighting this point. Staff contributions are critical to ensuring consistency, transparency, and fairness in student assessment, and they form a solid foundation for the academic quality of the program.	
Some students may not wish to take the Practicum, or may not be eligible, for safeguarding reasons. For this reason we suggest that the Practicum is made optional.	Thank you for your feedback. We fully acknowledge that not all students may wish—or be eligible—to undertake the Practicum component, particularly in cases involving safeguarding considerations. In light of this, we confirm that the Practicum is now an elective within the program structure, allowing flexibility for students to tailor their learning experience according to their individual circumstances and career goals. Students have the option to choose an Elective instead, if they do not wish to do the Practicum. Please refer Annex 1.	
Running a Practicum requires ensuring the safety (mental and physical) of the students who are shadowing professionals, the professionals themselves, and the professionals' clients. For this reason, it is imperative that all parties are properly protected, with formal memoranda of understanding, legal protections where required, and counseling support for students where	We thank the Committee for this important recommendation. An addendum document which will accompany the Memorandum of Understanding (MoU) has been developed, explicitly including all necessary terms related to student safeguarding, insurance coverage, and legal procedures to ensure the protection of all involved parties—students, professionals, and clients. Please see Annex 5. Furthermore, as	

<p>needed. This is doubly important when the Practicum may take place in a different jurisdiction. We advise that, as well as creating the relevant documentation and procedures, the Department maintains a database of Practicum suppliers, to help with these processes in the future.</p>	<p>part of the updated version of MoU, a malpractice insurance coverage has been granted for both students and mentors during the practicum. Please see Annex 6. Regarding your suggestion for securing MoUs with potential host organizations for practicum, we have already secured MoUs with partner organizations in both Greece and Cyprus, with whom we have established clear protocols. Please See Annex 7. Furthermore, we have initiated the development of a comprehensive database of Practicum providers, which will support the consistent application of these procedures and facilitate the management of future placements across jurisdictions. Lastly, during the practicum, students will have biweekly meetings with a licensed psychologist, with whom we already have an agreement in place.</p>	
<p>The appeals process may need revising. In general, it is not a good idea to allow students to ask lecturers for a different grade. Grades should be final, and marks should be verified by a different member of academic staff (via a moderation process). Appeals should be adjudicated independently of the original marker.</p>	<p>Thank you for your feedback. You raise an important point regarding the integrity and independence of the appeals process. We fully agree that grades should not be negotiable, and that academic judgment must be respected. The informal stage, where students may seek feedback from instructors, is not intended to challenge the grade directly. Rather, it provides an opportunity for students to understand how their mark was determined and assess whether there may be valid grounds for a formal appeal (e.g., procedural errors or misapplication of criteria). If a student remains dissatisfied after receiving feedback and believes there are grounds for concern regarding the mark, they may proceed with a formal</p>	

	<p>complaint through the Student Support Officer. The Student Support Officer will forward the complaint to the Department Chair, who will then appoint a second marker to conduct a blind re-marking of the exam or assignment.</p> <p>If the difference between the original and second mark falls within a 10% range, the final mark will be the average of the two. The final mark may increase, decrease, or remain unchanged. If the difference exceeds 10%, a third independent marker will be appointed to perform a final blind re-marking. In that case, the average of the two closest marks among the three will be adopted as the final mark, overriding any previous marks if necessary. Please see Annex 8.</p>	
<p>There is a need to foster more structured interaction among students. Introducing additional peer-review activities—both at the individual and group levels—can support more frequent communication and collaboration. For example, incorporating a mandatory peer-review task as part of each student's bachelor thesis could encourage critical engagement and academic dialogue.</p>	<p>We agree with the suggestion and in response, we have enhanced each Study Guide to include structured and additional peer-to-peer learning activities in 5 out of 12 weeks, in addition to self-assessment activities and interactive activities. These additions are designed to foster greater collaboration and engagement among students. Specifically, we have integrated peer-review activities at both individual and group levels, including formative feedback exercises and collaborative discussions. As suggested, such activities will also be included in the Undergraduate thesis. Please see the following two folders: "Study Guides" and "Weekly Interactive Activities".</p>	
<p>It is advisable to increase the number of asynchronous, peer-to-peer interactive activities,</p>	<p>We thank the Committee for this recommendation. Following this advice, we have revised the</p>	

<p>rather than focusing primarily on student-teacher interactions. Enhancing this aspect of the programme is likely to result in improved student engagement and higher levels of attendance.</p>	<p>programme to include a asynchronous, peer-to-peer interactive activities in 5 out of 12 thematic weeks. These are embedded throughout the curriculum in the form of structured discussion forums, peer-assessment tasks, collaborative group work, and case-based learning exercises. Our goal is to promote sustained student engagement, flexibility, and meaningful collaboration beyond traditional student-teacher interactions—factors which are known to support both learning outcomes and attendance in online education environments. Please see the following two folders: “Study Guides” and “Weekly Interactive Activities”.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The University has been successful in recruiting a young and very talented cohort of academic staff.	We thank the Committee for recognising the value of our academic staff. We strongly believe that this is a key strength that contributes significantly to the quality of our study programmes and our research activities.	
The teaching staff's enthusiasm and commitment to the Department and its programmes is impressive.	We thank the committee for their kind words. This commitment has facilitated the successful creation and development of our Department and study programs. We will continue to foster a supportive environment that empowers our staff to maintain and further develop their strong commitment to academic excellence.	
The staff have made a huge amount of progress in the relatively short period since they were hired, not only in writing course documentation for BSc and Masters programmes, but also in planning research and acquiring research funding.	We thank the committee for highlighting the significant progress our staff have made in a relatively short period. The consistent efforts in developing course documentation for both BSc and Master's programmes, as well as a proactive approach to research planning and securing funding, reflect a high level of dedication of the members of the Department of Psychology.	
The staff are very collaborative, not only in their endeavor to set up the new Department and develop the new programmes, but also in research. Although this is a recently established team, it already seems to be very cohesive.	We greatly appreciate your recognition of the collaborative spirit within our academic team. Despite being a newly established department, our staff have demonstrated strong cohesion and teamwork, both in setting up the Department and in developing new programmes. This collaborative culture also extends to research activities, where joint efforts are already yielding promising results.	

<p>The teaching staff also seem to collaborate well with administrative staff.</p>	<p>We thank you for acknowledging the effective collaboration between our teaching and administrative staff. This close cooperation is fundamental to the smooth operation of our programmes and to providing a supportive environment for our students.</p>	
<p>The ambitious plans for rolling out two new BSc programmes (the Conventional Mode, which has already been accredited, and the newly planned E-Learning Mode) carries the risk of threatening the highly valued aim to safeguard work-life balance as well as the mission to excel in research activities.</p>	<p>Thank you for highlighting this important concern. We fully recognize the potential challenges associated with launching two BSc programmes in parallel and are committed to maintaining both a healthy work-life balance for staff and our strong focus on research excellence.</p> <p>We would like to clarify that the University of Limassol honours its contractual agreements with staff, with no teaching overloads. In addition, Teaching and Research Faculty (TRFs) have the flexibility to choose which semester they would prefer to teach (if only in a single semester or across two semesters), allowing them to coordinate their teaching schedules with their ongoing research activities. This process is managed in close communication with the Head of Department, ensuring that teaching responsibilities are distributed fairly and in alignment with individual research commitments.</p> <p>Furthermore, from September 2025 we will be welcoming three new faculty members and two visiting professors. Lastly, the Department does not intend to develop any additional programs over the next two years, in order to maintain the quality of its already accredited programs and support work-life balance. These additions will help distribute the workload, bring fresh expertise to the programmes, and further reinforce our teaching and research capabilities. With these measures in place, we are confident</p>	

	<p>in our ability to deliver both programmes effectively while upholding our institutional values and academic standards.</p>	
<p>In connection with this, it is imperative that teaching load is modelled more accurately. It takes around 10 hours to prepare a new hour-long lecture; it takes around 2 to revise it for delivery in subsequent years. It takes around an hour to mark 3,000 words of student coursework. Without factoring these numbers in, there is no way to realistically honour the contracts academic staff have signed, which specify the percentage of their time that will be devoted to teaching (30%).</p>	<p>We thank the Committee for this point and agree “that it is imperative that teaching load is modelled more accurately”, taking into account preparation and delivery time for courses first taught as well as the assessment time “in order to realistically honour the contracts academic staff have signed, which specify the percentage of their time that will be devoted to teaching (30%). Please refer to Annex 9.</p>	

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Compliant procedures for student progression, recognition and certification are in place.	We thank you for acknowledging that compliant procedures for student progression, recognition, and certification are in place. We remain committed to continuously reviewing and enhancing these procedures to ensure they not only meet regulatory standards but also support the academic and professional success of our students.	
The minimum required score for English proficiency is at the lower end compared to requirements in other European universities (i.e. IELTS 5,0), especially if the programme would be offered in English. In that case, it is more common to require a minimum IELTS score of 6,5.	We thank you for your suggestion regarding English language proficiency requirements. The conventional Psychology programme has been accredited with a minimum IELTS score of 5.5. Following your suggestion, we have revised the minimum required score from 5.0 to 5.5 for programs offered in English, ensuring alignment and consistency across our offerings. It is important to note that our primary focus is on delivering the program in Greek, where the language of instruction is Greek. Therefore, the current English language requirement is considered sufficient for our context. Nevertheless, we understand the importance of supporting students in strengthening their English language skills. To support students' language development in an informal and engaging way, we will leverage our collaboration with McGraw Hill by incorporating weekly interactive activities—such as quizzes and games—delivered in English.	
The rules concerning expulsion (page 14 of the application) are currently ambiguous. It is not	Your feedback is valuable to us concerning the expulsion rules	

<p>clear whether a student who obtains a first F on each of 3 courses would be considered for expulsion. We note (again) that the rules seem much harsher than those of many other institutions. For this reason we have marked progression as partially compliant.</p>	<p>outlined on page 14 of the application.</p> <p>We acknowledge the ambiguity identified and agree that the current wording could be clearer regarding how “F” grades, especially when spread across different courses, are treated in terms of progression, probation and expulsion. Specifically, we recognize that it is unclear whether receiving a first “F” in three separate courses would automatically trigger expulsion, or whether this would constitute three separate warnings leading to escalation.</p> <p>To address this, we have clarified the progression and expulsion criteria as follows:</p> <p><i>Any student receiving a final grade below 55% in a course automatically receives a failing grade of “F.”</i></p> <p><i>If the failed course is a core course, the student must re-sit the failed assessments. Upon successful completion, the initial “F” is replaced with the grade received. The maximum grade that can be awarded for a re-sit course is “B.”</i></p> <p><i>If the failed course is an elective and the student receives an “F”, re-sitting the course is not mandatory, in which case the “F” remains on the student’s academic record. However, if the student wishes to remove the “F,” the same procedure for a failed core course must be followed.</i></p> <p><i>If a student receives an “F” in a re-sit Assessment (final exam or individual assignment) of the course, the Departmental Council considers the following two options:</i></p> <ol style="list-style-type: none"> 1. Core Courses: <i>If the re-sit “F” is in a core</i> 	
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	<p><i>course, the student must retake the course and pay the applicable fees.</i></p> <p>2. Elective Courses: <i>If the re-sit "F" is in an elective course, the student has two options:</i></p> <ul style="list-style-type: none"> <i>a) Retake the same course and pay the applicable fees.</i> <i>b) Choose a different elective course with an equal number of credits and pay the applicable fees.</i> <p><i>Accumulating "F" grades in 50% or more of the courses in a given academic year will place the student on academic probation. If a student receives an "F" in all courses during an academic year, the student will be automatically referred to the Departmental Council with a recommendation for expulsion, unless the student presents evidence of extenuating circumstances.</i></p> <p>We also note your concern about the perceived severity of our rules compared to other institutions. We intend to uphold high academic standards while ensuring fairness and proportionality. As part of the revision, we are constantly reviewing benchmark policies from peer institutions to ensure our framework remains both rigorous and equitable.</p>	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The University of Limassol has a dedicated and committed staff, both administrative and academic, to contribute to the success of its programmes and growth efforts.	We thank the Committee for recognizing the dedication and commitment of both our administrative and academic staff at the University of Limassol. We fully agree that the strength of our personnel is a key factor in the success of our programmes and growth initiatives.	
e-Learning is currently well-supported, with appropriate software, good documentation, and appropriate support channels.	We appreciate the positive feedback regarding our current e-Learning infrastructure, including the software, documentation, and support channels.	
The University could enhance activities that would contribute to the engagement of students with the educational processes and to a sense of community among them or between students and staff. Examples of such activities include, but are not limited to, more diverse voluntary student groups (related to art, theatre, sports etc.) or other activities such as volunteering, community outreach, advocacy, and so on.	Thank you for your suggestion. We fully agree that fostering a stronger sense of connection between distance learning students and the wider university community is essential. To address this, we have already implemented a number of initiatives designed to support distance learners in both academic engagement and community participation. All proposed activities are designed to be fully deliverable in an online format to ensure inclusivity for our global student body. We are committed to continuously evaluating and expanding these offerings based on student feedback and evolving needs. Please see the following two folders: "Study Guides" and "Weekly Interactive Activities".	
A plan for rapid growth in student numbers will need to be matched by growth in student support services.	Thank you for your observation. We fully agree that a plan for rapid growth in student numbers must be accompanied by a proportional enhancement of student support services. In response, the management team has already	

	<p>taken proactive steps through strategic planning to ensure that all aspects of student support will be scaled and adapted in alignment with enrolment increases.</p> <p>As part of this plan, the next steps we are about to undertake are:</p> <ul style="list-style-type: none">• The development of student growth map against current support capacity, allowing us to identify areas requiring early intervention.• The development of flexible staffing models for academic advising, mental health services, and career guidance, ensuring additional personnel can be allocated or recruited as needed.• Implementation of digital support tools (e.g., automated appointment scheduling, online academic resources, and AI-driven FAQs) to help manage increased demand without compromising quality.• Expansion of orientation and peer mentoring programmes, allowing incoming students to benefit from structured support and guidance from more experienced peers.• Establishment of regular feedback mechanisms to monitor the effectiveness and accessibility of support services, ensuring we remain responsive to student needs as the programmes grow. <p>Through this forward-looking and responsive approach, we are confident that student well-being and academic success will continue to be fully supported as we expand our student body.</p>	
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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Consideration will need to be given to the Practicum itself, particularly with regard to safeguarding issues. The University will need legal cover and formal memoranda of understanding with its stakeholders, and in this context, it would make sense to maintain a register of potential Practicum hosts.</p>	<p>We thank the Committee for this important recommendation. An updated version of the Memorandum of Understanding (MoU) has been developed, explicitly including all necessary terms related to student safeguarding, insurance coverage, and legal procedures to ensure the protection of all involved parties—students, professionals, and clients. Please see Annex 5 and Annex 6.</p> <p>We have already secured MoUs with partner organizations in both Greece and Cyprus, with whom we have established clear protocols. Please see Annex 7.</p> <p>Furthermore, we have initiated the development of a comprehensive database of Practicum providers, which will support the consistent application of these procedures and facilitate the management of future placements across jurisdictions.</p>	Choose level of compliance:
<p>The issues to do with course content are largely issues for the future; for example, if the course starts in 2025 the first Practicums will take place in 2029. However, the future also holds challenges, which will need serious consideration over the next year or two.</p>	<p>We thank the Committee for their thoughtful comment. We fully acknowledge that while certain aspects of course delivery, such as the Practicum, are positioned further along the programme timeline, early planning and forward-thinking are essential. The Department is committed to continuously reviewing and updating the curriculum, placement opportunities, and support structures to ensure they remain relevant and robust. We have already booked our strategic planning activity for the upcoming AY in the second week of September 2025 to plan over the next 12–24 months and to address potential challenges and ensure the</p>	Choose level of compliance:

	successful implementation of all components, including the Practicum.	
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C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Theodore Panayotou	Rector	
Prof. Doron Sonsino	Dean of the Social Sciences and Humanities School and Head of University Research Committee	
Dr Kyriaki Mikellidou	Assistant Professor of Psychology and Quantitative Methods and Department Chair of Psychology	
Dr Markella Grigoriou	Lecturer and Program Director of the BSc in Psychology (E-Learning)	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 16.06.25

