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Date: 26 May 2026

External Evaluation Report (Departmental)

- **Higher Education Institution:**

  National and Kapodistrian University of Athens (Cyprus Branch-Nicosia)
- **Town:** Nicosia
- **School/Faculty:** School of Philosophy
- **Department:** Department of Psychology
- **Department's Status:** New Department

- **Programme(s) of study under evaluation: Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
Programme Name
In English:
Psychology (4 academic years, 240 ECTS, Bachelor)

Programme 2
In Greek:
Programme Name
In English:
Programme Name

Programme 3
In Greek:
Programme Name
In English:
Programme Name

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].

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
	Psychology (4 academic years, 240 ECTS, Bachelor)

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC visited the Cyprus Branch-Nicosia of the National and Kapodistrian University of Athens on the 25th of May 2026. The meeting was held at the Theological School of the Church of Cyprus.

During the visit, the EEC met with representatives of the Rectorate, the School, and the Department, academic and administrative staff affiliated with the parent institution, students enrolled at or graduated from the parent university, as well as external stakeholders. The EEC also visited the premises designated for the department, some of which are already equipped and prepared for use.

Prior to the visit, the EEC reviewed the documentation submitted by the institution, including the Application - Psychology Department and the Application - Programme of Study. In addition, further material requested by the EEC during the meeting was subsequently provided, including the Five-Year Academic Staffing and Autonomy Timeline, Guidelines on the use of artificial intelligence, and examples of assessment materials (Cognitive Psychology I and Developmental Psychology II).

The EEC would like to thank the institution for the warm hospitality and the open and collegial atmosphere during the visit, which facilitated constructive dialogue, and we appreciate the further clarifications provided by the hosts during the course of the discussion. It would have been further helpful to have all the presentation materials in advance of the visit for better scrutiny and review.

Please note that, as the campus and programme are not yet operational, some standards cannot be fully verified at this stage. In such cases, the EEC's evaluation was necessarily based on the submitted documentation and the explanations and clarifications provided during the site visit, focusing in particular on the institution's stated plans and intentions, the similarity with the parent department and programmes, and proposed measures. This evaluative difficulty was amplified by a lack of a long-term strategic plan or vision for the Cyprus Branch of the department.

In light of these limitations, caution was often exercised below in awarding the maximum score for the relevant standards. The difference between the departmental and programme-level evaluations reflects the fact that, while the Department currently benefits from well-established structures at the parent university, the study programme will need to demonstrate its effectiveness increasingly through local implementation and delivery by newly recruited staff at the Cyprus Branch. This distinction explains why the programme-level assessment is more cautious than the departmental one.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Ute Barbara GABRIEL (Chair)	Professor	Norwegian University of Science and Technology (NTNU, Trondheim)
Caroline CATMUR	Reader (Associate Professor) in Cognitive Psychology	King's College London
Elliot LUDVIG	Professor	University of Warwick, UK
Dr. Maria STAVRINAKI	Licensed clinical psychologist	The Council of Registered Professional Psychologists
Stella CHARALAMBOUS	Undergraduate student	Open University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

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

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

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

  Findings

  A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

  Strengths

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

  Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant),* ***which must be in agreement with everything stated in the report.***

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

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning (including SWOT analysis)
1.2 Connecting with society
1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		**1 - 5**
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

1.1.1 Fully compliant at the level of the parent institution; the score has been reduced as the mission statement has not yet been fully adapted or articulated for the branch.

1.1.2 The department has developed a strategic plan aligned with its mission; however, the score has been reduced as the strategy remains at the planning stage and has not yet been implemented or tested in practice.

1.1.3 The Department presents a time plan covering Years 1 to 5; however, this planning horizon corresponds primarily to medium-term planning, and longer-term strategic objectives beyond this period are not yet clearly articulated.

1.1.7 The department has developed adequate mechanisms; however, the score has been reduced as they remain at the planning stage.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Not applicable: At the current stage, the Department plans to launch one study programme, while other departments within the same School are still under development.

Provide suggestions for changes in case of incompatibility.

Not applicable.

1. Department's academic profile and orientation

1.2 Connecting with society		**1 - 5**
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.2.1 and 1.2.4 : Fully compliant at the level of the parent institution; the score has been reduced as these mechanisms have not yet been implemented.

1. Department's academic profile and orientation

1.3 Development processes		**1 - 5**
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.1 and 1.3.2 : Fully compliant at the level of the parent institution; the score has been reduced as these procedures and measures have not yet been implemented.

1.3.4 While funding processes are transparently described, there is insufficient evidence at this stage to confirm that funding will be fully adequate during the first (and potentially second) year of operation.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Expectations are a total of 50 students per year from both Cyprus and internationally. Countries of origin of international students are mainly expected to be Greece and the Greek and Cypriot diaspora.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

At the time of the evaluation, the Department of Psychology at the Cyprus Branch–Nicosia does not yet exist as an operational academic unit. Governance and academic leadership are therefore currently defined through transitional arrangements linked to the parent university.

The Chair of the Department of Psychology at NKUA is designated to serve concurrently as Chair of the Department at the Cyprus Branch. A Provisional Administrative Council is foreseen, composed of professors from the parent university's Department representing different specialisations. Appointments are envisaged for a maximum period of six years, with the possibility of annual reconstitution or restructuring. Specific responsibilities of this provisional body are not clearly specified.

In terms of strategic planning, the programme is expected to admit 50 students per year, reaching a total of 200 students across the four-year cycle. A minimum of 10 Teaching and Research Staff (TRS) is specified; a timeline for academic staffing is provided. However, the documentation does not clearly specify how staffing levels will be adjusted in response to changes in student enrolment.

While the application refers to the intention to implement a comprehensive strategic plan aligned with developments in healthcare, education, and science, this remains largely aspirational at this stage.

Strengths

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

The Department's academic mission is clearly articulated and aligned with that of the parent university.

Transitional governance arrangements ensure academic oversight and continuity through the involvement of experienced leadership and academic staff from NKUA.

Initial planning assumptions regarding student numbers and core academic staffing provide a baseline framework for the start-up phase.

Areas of improvement and recommendations

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

The SWOT analysis should be more clearly integrated into strategic planning, with explicit links to identified risks, mitigation measures, and sustainability considerations.

The Department's connection with the Cypriot society could be strengthened through a more structured approach to societal engagement at the departmental level. This could include the strategic development of Cyprus branch specific elective components, formalised cooperation with Cypriot institutions and professional stakeholders and outreach and knowledge-exchange activities. Such measures would support the emergence of a distinct departmental profile and enhance the Department's societal relevance within the Cypriot context.

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

Sub-area	***Non-compliant / Partially Compliant / Compliant***
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and quality assurance strategy
2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria			
2. Quality Assurance			
2.1 System and quality assurance strategy			**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.		4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		1
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:		
	2.1.4.1	Teaching and learning	5
	2.1.4.2	Research	4
	2.1.4.3	The connection with society	4
	2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.		4
2.1.6	Students' evaluation and feedback		5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Most of the quality assurance processes are inherited from the parent university / department. We were not able to find a clear public policy for Quality Assurance on the department website. However there was clear mention of quality assurance processes even if it is not explicitly stated what these are. The quality assurance processes seem strongest for teaching, the processes for other areas are not as obvious/clear. We could not find any statement about the quality assurance processes for guarding against intolerance or discrimination.

2. Quality Assurance		
2.2 Quality assurance for the programmes of study		**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	2
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3

2.2.12	The Department analyses and publishes graduate employment information.		3
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:		
	2.2.12.1	Building facilities	5
	2.2.12.2	Library	4
	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	4
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		2
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		n/a
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		n/a
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		n/a
2.2.20	There is a clear policy on authorship and intellectual property.		n/a

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Specific indicators for quality control were not clearly specified. There was no clear evidence that student assessment results (as opposed to feedback) will be used to improve the programmes of study. It is not yet clear whether procedures for examining student objections / disagreements are effective as no students are yet studying the programme. For 2.2.7,8 this information is published for the home Department but not yet for the Cyprus branch. For 2.2.11,12 no data can yet be evaluated since no students are yet studying. The EEC were not shown the library facilities in Cyprus. The student welfare service was not clearly in place yet. There was limited mention of how diverse student needs will be accommodated. Mentoring will be provided at an eventual ratio of 25 students per faculty member. All other criteria relate to doctoral studies which are not currently relevant to the new Department.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Quality assurance was mentioned in several places but a clear set of processes or steps for ensuring teaching quality was not provided. Student feedback is, however, collected and used to improve teaching.

Strengths

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

The use of student feedback to improve teaching; the clear policies for dealing with plagiarism and the new policy for considering the use of AI in assessment.

Areas of improvement and recommendations

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

Clear and well-publicised policies are needed on quality assurance including how intolerance and discrimination are guarded against.
Course review should consider student performance and how this can be used to improve the programme of study for future years. The new programme should set out how it will collect and evaluate data relating to students' academic performance, as well as graduate employment.
A student welfare service should be provided for the new programme and students should be provided with clear guidance regarding when and how to access this service.

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

Sub-area	***Non-compliant / Partially Compliant / Compliant***
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration

(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	3
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	3
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	3
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

3.11	Internationalization of the Department and external collaborations.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.2, 3.6, and 3.8: The criteria are fully met at the level of the parent university, however, the score has been reduced as they remain at the planning stage for the Cyprus branch.

3.5: Compliant at the level of the parent institution; the score has been reduced as these procedures and measures have not yet been implemented.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

At the time of the evaluation, the Cyprus Branch operates with a limited number of administrative staff on site. Administrative functions are currently supported centrally by the administrative services of the parent university, which provide coverage for key operational processes. In parallel, the branch is in the process of recruiting one dedicated administrative staff member for the Department of Psychology, with the aim of strengthening local administrative capacity as operations commence.

Strengths

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

The availability of centralised administrative support from the parent university provides stability and continuity during the initial phase of operation and ensures that key administrative processes are covered while local capacity is being developed.

Areas of improvement and recommendations

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

Click to enter text.

Please select what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
3. Administration	Compliant

4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. The scores above relate to what the EEC have seen of the planned programme in Cyprus and extrapolation from the existing programme in Athens.		
4. Learning and Teaching		
4.2 Organisation of teaching		**1 - 5**

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	3
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	2

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.2.1: adherence to admission criteria cannot be assessed until there are students admitted. Same for 4.2.4, 5, and 6 which cannot be assessed until there are learners in the programme. For 4.2.7 there were no marking criteria provided for any type of assessment. For 4.2.8 there was misalignment between learning outcomes and assessment in the documents which we were provided, which only referred to multiple choice exams. There was no information on other assessment types which might allow students to demonstrate non-knowledge based learning outcomes.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The new programme of study is designed based on the parent programme in Athens. There was clear and positive involvement of students and stakeholders in the review and development of the existing programme. The professional representative on the EEC has indicated that the practical training components of the programme are consistent with requirements at this level of study. They have provided guidance (see below) re how to ensure that competency boundaries are not crossed during the practical training.

Strengths

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

Students and other stakeholders of the existing programme are enthusiastic and positive about the way in which the programme provides students both with strong theoretical foundations and the opportunity to build on these foundations with the practical training.
Teaching space is appropriate for the number of students expected for the first year of the programme.

Areas of improvement and recommendations

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

A range of summative assessments should be utilised on the new programme. These should allow students to demonstrate learning outcomes beyond just knowledge of lecture content.
For all assessments, marking criteria should be published in advance. Ideally these would comprise analytical rubrics mapped to learning outcomes, containing clear examples of the level of performance which would result in each grade boundary for each criterion.
For the practical training, Bachelor graduate psychologists registered under The Cyprus Registration Board for Psychologists are not legally permitted to diagnose, offer clinical treatment or practise psychology unsupervised. In this regard, it is recommended that criteria and procedures for approving practicum placements and supervisors in Cyprus be clearly documented and transparently communicated to all stakeholders, ensuring consistent application of standards and alignment with legislative requirements.

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

Sub-area	***Non-compliant / Partially Compliant / Compliant***
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
5. Teaching Staff		**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Across all these criteria, the department is compliant. For the criteria, where a score of 4 was provided (5.1-5.6), the primary issue is that the specific details of the teaching staff to be hired and deployed at the branch campus in Cyprus are not determined yet. The staff at the home campus in Athens have the requisite expertise, qualifications, and experience to support such a program, but there is still some uncertainty as to exactly how this will play out at the new branch in Cyprus.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

None of these values are fixed yet except the first which is expected to be two per year increasing to ten total.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department will be hiring teaching staff at the rate of 2/year for the next 5 years to staff the new branch in Cyprus. This staff will be supplemented by an emerita professor, who will be in Cyprus for at least the first year as well as visits and further support from the Athens campus. This hiring rate should produce a ratio of 20-25 students per full-time permanent staff member. At the Athens campus, the teaching staff have substantive expertise in the right research areas to teach both the compulsory and elective modules. It is unknown as yet exactly how the expertise of the new staff will align, though there is a plan and timeline in place for hiring the correct individuals and supporting them from afar.

Strengths

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

- A clear plan for growing staff numbers with student numbers to keep appropriate ratios
- A mentorship system and individual development plan for new members of staff
- Good processes at the home campus for including student feedback

Areas of improvement and recommendations

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

- Hiring plan starts with junior and then more senior hires, but perhaps should be reversed
- More extensive plans for transferring best practice from the Athens campus to the Cyprus campus, including potentially reciprocal visits, teaching away days, and teaching observations
- A more detailed plan of exactly who will be undertaking teaching (and what/how often), both from Athens-based staff and any special staff to supplement the permanent members of Cyprus staff

Please √ what is appropriate for the following assessment area:

Assessment area	***Non-compliant / Partially Compliant / Compliant***
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant

Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	4
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	n/a

6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The research of the home department in Athens is strong, with good publication records, a broad range of coverage and significant participation by teaching staff in European and international research organizations. The lower scores (4) on some criteria represent the lack of established research at the new branch campus in Cyprus, where it is not clear yet to what degree the research training and research activities will meet those criteria. In particular, there were not substantive research facilities available yet at the new campus (6.3), but there are potential plans for resources.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The home department has a very strong research profile, including strengths in counseling, clinical, social, and developmental psychology. Their researchers publish in top international journals, and many have substantial citations counts (into the thousands). The question will be how this research strength translates into the new branch campus in Cyprus, which will be largely run by newly hired local staff.

Strengths

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

-Internationally recognized research program at home campus with publications in strong outlets

-Alignment between research and teaching, with many electives being drawn from staff research expertise

-Good connections with end users of research in the clinical domain (practitioners)

Areas of improvement and recommendations

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

-A clear plan for how to develop the research program and profiles of the staff to be hired at the branch campus, including adequate research resources (with a budget), research spaces, and support to pursue research collaborations locally and abroad, and seek funding as appropriate

- More dedicated research space at the new campus for incoming hires and potentially also for staff visiting from Athens campus to foster potential new local collaborations and initiatives

Please √ what is appropriate for the following assessment area:

Assessment area	***Non-compliant / Partially Compliant / Compliant***

Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	3
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	2
7.6	The Department's external audit and the transparent management of its finances are ensured.	2
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The base resources and planning seem ok, but there is significant uncertainty in future student numbers, which makes the budget project highly uncertain and raising potential concerns about the availability of resources on the new campus. Assuming the optimistic scenario that the full cohort of 50 paying students is recruited, the plan is stronger, but it would be helpful to model other scenarios of recruitment and growth and plan for financial sustainability even under these alternative cases. The risks are not given adequate due with mitigations provided. Given the budget provided (80K), it would seem potentially tight to hire multiple permanent staff, especially given that later years in the timeline foresee more senior hires. There also is no provision for the advancement or promotion of those staff over time. Finally, no external audit seems to have been done to ensure transparent management of the finances at the Cyprus branch.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department has planned a budget based on the assumption of a full cohort of 50 students per year from Year 1. The budget seems mostly reasonable, though the allocation toward salaries for permanent staff may be low, given the plans. The home department is funded by the Greek government, and there is no provision for backstopping the Cyprus campus should there be a shortfall.

Strengths

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

- A simple, clear budget that account for most of the key sources of income and expenditures

Areas of improvement and recommendations

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

- An explicit financial plan for alternative scenarios where the full cohort of 50 is not recruited every year or for other adverse conditions to mitigate the financial risks of a new campus.

- Explicit resourcing for research activities at the new campus. It is unclear how the 30% overhead would be used in supporting the department.

- Given the budget provided (80K), it would seem potentially tight to hire multiple permanent staff, especially given that later years in the timeline foresee more senior hires. There also is no provision for the advancement or promotion of these staff over time.

Please √ what is appropriate for the following assessment area:

Assessment area	***Non-compliant / Partially Compliant / Compliant***
7. Resources	Partially Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The EEC acknowledges that the Cyprus Branch is currently in a transitional and start-up phase, during which academic, administrative, and quality assurance functions are largely provided by the parent university. This approach is understandable and appropriate at the initial stage. At the same time, the EEC notes that the parent university (a public institution) and the Cyprus Branch (a private entity) constitute distinct legal entities, a distinction that is not yet clearly reflected in the organisational structures, governance arrangements, or long-term strategic planning for the Department at branch level.

While reliance on the parent institution is necessary during the start-up phase, the EEC considers it important that the long-term development towards greater institutional and academic autonomy be more clearly articulated. This includes the formulation of a long-term vision, as well as the design of processes and milestones that would allow the institution to monitor progress towards this goal and assess its position along the intended development path. At present, such a forward-looking framework is not sufficiently evident.

E. Signatures of the EEC

Name	*Signature*
Ute Barbara GABRIEL	
Caroline CATMUR	
Elliot LUDVIG	
Maria STAVRINAKI	
Stella CHARALAMBOUS	
FullName	

Date: May 26, 2026

5 Lemesou Avenue, 2112, Nicosia
T: + 357 22 504 340
F: + 357 22 504 392
e -mail: info@dipae.ac.cy