



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the New Undergraduate Study Programme in
Operation of:

Psychology

Institution: University of Ioannina

Date: 26 June 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Psychology** of the **University of Ioannina** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Psychology** of the **University of Ioannina** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Thémistoklis Apostolidis (Chair)**
Aix-Marseille University, Aix-en-Provence, France

- 2. Prof. Romanos Daskalou**
University of Northampton, Northampton, United Kingdom

- 3. Prof. Emeritus Stelios Georgiou**
University of Cyprus, Nicosia, Cyprus

- 4. Prof. Iordanis Kavathatzopoulos**
Uppsala University, Uppsala, Sweden

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

II. Review Procedure and Documentation

The accreditation of undergraduate programme in Psychology of the University of Ioannina was conducted in a hybrid mode (remote participation: T. Apostolidis, S. Georgiou and A. Konstantinidis). The EEAP members, after accepting the invitation to participate, downloaded the accreditation support materials at the following HAHE Cloud link: <https://docs.ethaae.gr/s/joPDJHJ6ZaoPSbL>. To investigate the program's compliance with the *quality assurance* principles and the principles established by HAHE, the EEAP members reviewed very carefully all the materials before the site visit. Overall, the material was found to be appropriate and informative.

On Monday, June 19, at 10.30 am the EEAP members had a two-hours initial zoom meeting during which they discussed the whole procedure and the objectives of the evaluation, as well as the time schedule of the programmed meetings. At 13.30, the Panel had a meeting with the Vice-Rector /President of MODIP, Professor Panayiota Kanti, and the Head of the Department, Associated Professor Eleftheria Dogoriti. The next meeting was at 14.30, with OMEA & MODIP representatives. The following attended: Professor Evangelia Karagiannopoulou, Associated Professor Eleftheria Dogoriti, Associated Professor Eleni Aretouli, Assistant Professor Eleni Ziori, Assistant Professor Stavros Nikolakopoulos, Assistant Professor Katerina Georganta (OMEA) and Professor Anastasios Emvalotis, Associated Professor Viktoria Zakopoulou, Mrs Persefoni Griva and Mrs Paraskevi Alexoudi (MODIP). After a brief break, the Panel had the last meeting of the first day with teaching staff at 17.15. The following faculty attended: Associated Professor Panoraia Andriopoulou, Assistant Professor Angeliki Maria Palaiologou, Assistant Professor Efstathios Papastathopoulos, Assistant Professor Eleni Kazali, Assistant Professor Georgia Gkantona, Dr Anna Kaltsouda (EDIP) and Dr Spyros Kamtsios (EDIP). At 18.15, the Panel members had a debriefing meeting in which they reflected on impressions and prepared for the second day of visit.

On Tuesday, June 20, at 10.30 the Panel had a meeting with a group of eight students from the 1st year, 2nd year, 3rd year, and 4th year of the program (two of each). At 11.30 Professor R. Daskalou and Professor I. Kavathatzopoulos accompanied by staff members visited classrooms, labs and other facilities and talked with administrative staff members (Mrs Spyridoula Souki and Mrs Panayiota Sioula) & teaching staff members (Professor Evangelia Karagiannopoulou, Associated Professor Eleftheria Dogoriti, Associated Professor Panoraia Andriopoulou, Assistant Professor Angeliki Maria Palaiologou, Assistant Professor Eleni Ziori, Dr Anna Kaltsouda, Dr Spyros Kamtsios and Mrs Vaia Tsialiou). At 12.30 the Panel had an online meeting via Microsoft Teams with employers of students in practical experience and with social partners at local but also at national level. The following attended: Mrs Matina Alifrangis (KETHEA-Department of Education), Mrs Roi Zikidou (Head of the Social Welfare Municipal Directorate of Ioannina), Mrs Maria Tsolaki (Head of the Social Welfare Directorate of the Prefecture of Ioannina), Mrs Vassiliki Papadioti (President of the Training Center for Systemic Therapy and Counselling), Mr Konstantinos Kampourakis (Regional Directorate for Primary and Secondary Education of Epirus), Mrs Vassiliki Lappa (board president of the Society for the Promotion of Mental Health in Epirus), Mrs Vassiliki Bassoyianni, psychologist, (Center for the Prevention of Addictions and Promotion of Psychosocial Health "Sxedia"), Mr Stefanos Panakoulis, (board president of the Center for unaccompanied refugees minors – International Centre for Sustainable Development, ICSD), Mrs Maria Koula, psychologist, (Society for Psychosocial Research and Intervention, EPSEP) and Mrs Danai Katopodi, psychologist ("THYAMIS", Mental Health Unit). Finally, at 15.30 the Panel members had closing meetings, first with OMEA & MODIP representatives and then with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP. It should be noted that in all the

above meetings the Chair of the Panel, Professor T. Apostolidis, Professor S. Georgiou, and Mr. A. Kostantinidis participated remotely via Microsoft Teams meeting, while Professor R. Daskalou and Professor I. Kavathatzopoulos were physically presents. In the following days (June 21-26) the Panel members had a series of on-line zoom meetings for final discussions about their conclusions and for drafting the Report.

We like to note the good atmosphere during our visit and to thank colleagues, administrative staff, and students for their welcome and their availability during the exchanges throughout the visit. The presentations provided additional clarifications about the faculty and its development during the last year. All the meetings with the faculty members and the students were very informative for us. We were satisfied by the openness and the willingness of all faculty members to share with us information concerning the functioning and the problems of their department as well as their future projects to overcome the shortcomings. It was also evident to us that there exists a strong will and the impetus, by the young colleagues who have joined the faculty over the past year, of a collective dynamic to develop and consolidate their new Department of Psychology. Finally, the Panel would like to express its satisfaction, the evaluation was conducted within a positive climate of outmost respect and collegiality.

III. New Undergraduate Study Programme in operation Profile

Following the dissolution of the previous Department of Philosophy, Pedagogy, and Psychology (PPP) the emerging Psychology Department was founded in 2019. The Psychology Department joined the newly established School of Social Sciences of the University of Ioannina and has become administratively autonomous since June 2022.

The Department started out with only 6 faculty members, but currently this number was doubled, reaching a total of 12 full-time faculty members. In addition, it is staffed with 5 contract ESPA funds lecturers, 2 lab teaching staff members (EDIP), 2 special technical laboratory staff members, and 2 administrative secretarial staff members.

Since its foundation, the Department receive undergraduate students and PhD Candidates. In 2019, it received 831 transferred undergraduate students from the department PPP and since then an average of 95 new students each year. During the same period, at doctoral level, 13 doctoral students are currently preparing their thesis within the Department and 3 have already defended it. The Department also hosts a postdoc since 2022. The Department is new and in transition and does not yet offer postgraduate program because the faculty didn't have enough staff for covering master's provisions.

The Department of Psychology aims to develop and promote further the science of Psychology, in connection with current social, educational, mental health and political issues. Three Labs operate in the framework of the Department's subject fields:

- Educational, Cognitive and Developmental Psychology Laboratory
- Clinical-Psychological Laboratory of Total Health and Self Study
- Social Psychology Laboratory

The new undergraduate program of the Department of Psychology is aimed to be a modern study Program, structured in line with the main study programs in Greek universities and in accordance with the requirements of the European and National standards. The program aims to provide high-quality education in Psychology that getting the students to become familiar with and practice the key rules and methods of scientific research for recording, understanding, and interpreting human behaviour. The program emphasizes on basic and specialized fields of the discipline, that responds to conditions of high professional demand both regionally and nationally. With the completion of the Program, graduates of the Psychology Department are expected to:

- a. have acquired a strong knowledge background related to psychology, and its different disciplines, such as Educational, School, Cognitive, Developmental, Social, Political, Organizational, Clinical, Counselling and Neuropsychology,
- b. have acquired professional skills in clinical diagnosis, psychological assessment, intervention, and psychotherapy,
- c. have been trained in research and data analysis methods used in psychology,
- d. have developed the skills they need to continue their studies and organize an autonomous course in the context of their professional training and lifelong education.

The Department of Psychology has sought to harmonize his curriculum to the national legislation and to implement all the quality assurance initiatives and obligations (OMEA, Quality Assurance Unit – MODIP, Quality Assurance Authority – HAHE).

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

University of Ioannina has developed a Quality Assurance Policy (see the document B3). This Policy is based on five strategic principles that indicate an institutional commitment to (1) the continuous improvement of academic programs with modern and attractive curriculums in line with international standards; (2) the strengthening and creation of research structures based on criteria of sustainability, interdisciplinarity and innovation; (3) the connection with society and the production of scientific knowledge that contributes to the adaptation, development and well-being of citizens (4) the internationalization and extroversion through the development of international research collaborations and strengthening of mobility; (5) ensure a modern university environment with efficient administration and operation, the strengthening of student care and its transformation into a green university.

The creation of the Psychology Department and its inclusion in the newly established School of Social Sciences concerns the Strategic planning of the University of Ioannina with the aim of developing the Social Sciences and Humanities and supporting relevant research. The attached feasibility study documents the operation of the Department (see document B4.1) regarding the necessity of the existence of a Department of Psychology at the University of Ioannina, based on the existing academic national map in psychology and on the needs of the national and regional economy. In fact, it is the only Department of Psychology in the Northwest. Greece and offers professional, research and academic synergies at local, regional, and national level.

Following the dissolution of the previous Department of Philosophy, Pedagogy, and Psychology (PPP), the emerging Psychology Department put forth a programme that is like other national and European programmes. The Department submitted a completed proposal of their new programme on 14/01/2022 that set out their objectives and how those are aligned with the University's strategic plan. The course of study extends to eight semesters (or four years) and is made up 240 ECTS, of which 12 have to do with Practical Training, 90 with mandatory courses and 138 with elective courses (108 in psychology, 20 out of psychology and 10 in language courses). The first year of the programme has all compulsory courses the second and third years of study offer options and out of the department electives whilst in the fourth year the students have an abundance of choice from the Department. The courses offered in the curriculum cover many of the important areas in psychology, including methods and statistics. There is also a placement practical course that allows the students to do the cross over from theoretical engagement with the discipline to more practical/applied dimensions.

At the creation of the department of Psychology in 2019-20, 831 students were transferred from the department PPP. The number of entrants each year is 106 in 2019-20, 71 in 2020-2021, 91 in 2021-22, and 110 students in 2022-23. Students who declare the specific department for their studies are strongly motivated, as 35% of the admitted students have chosen it as their first choice in 2022-2023. It should be noted that the Department consistently ranks 2nd (after the Department of Medicine) in terms of university admissions and is quite attractive at the national level for psychology studies. The Program is new and therefore it has no history in terms of graduates.

The department is new and currently only offering undergraduate and doctoral and postdoctoral studies. The original department did not have the staff to be able to cover

both undergraduate and postgraduate provisions. Since then, however the department has expanded, and it is expected that they start developing master's provisions.

II. Analysis

It is very clear from the documentation provided (B1) that the University considers this department in its future of further development. We note however that the proposal was submitted amid staff recruitment and therefore it could not consider the calibre and direction of the entire faculty. The SWOT analysis carried out by the Department clearly shows that the members of the faculty identify in a relevant and operational way the problems and the objectives to be achieved for an optimal development of the program. One of the problems submitting the proposal whilst the team had fewer staff lead to the decision not to include a final year dissertation in their curriculum. The faculty members were open about that made full admissions as to the reasons for it and offer suggestions of how to resolve it. Their awareness is indicative of their willingness to change, and the reviewing team felt that the inclusion of the dissertation is an essential component for the successful further development of the department.

On the other, hand, there are several reasons for developing master's program. Firstly, it will enhance the identity of the department focusing on specific specializations and research interests shared by the department. The student and staff during the discussions identified that a significant number of students put this department as their first choice in enrolling to the university; the lack of postgraduate programmes limits their opportunities to remain in the department and be cultivated as local talent. It will also provide contributing organizations the opportunity to harness the additional student knowledge in their prospective services.

III. Conclusions

The curriculum is consistent with European and international standards for psychology and in line with the Strategic Objectives of the University of Ioannina. The program of study covers the main areas of psychology and provides high quality scientific training for acquiring knowledge and practical skills as well as openness to societal issues. It also responds to the demands of proven scientific knowledge in key branches of psychology, such as Cognitive, Educational, Developmental, Clinical, Organizational, Social, Neuropsychology, and acquisition of relevant research and professional skills for future psychologists. The structure of the curriculum is presented in detail and seems appropriate for achieving the scientific and learning objectives. The proposal is very ambitious, complete, and comprehensive. It set out some modern pedagogic standards. The Department has adopted the European Credit Transfer System (ECTS). The credit system is comparable (240 ECTS, 60 per year), and the options offered across the years are like those of other institutions.

The Department is very young, autonomous since June 2022 and in full mutation and development. During this transition period, the work on the improvement of the study program already started a year ago is substantial and productive of a new collective dynamic within the faculty members. However, lack of infrastructures and human resources as well as financial restrictions and regulations impede the ability of the Department to design and implement a more balanced curriculum. Updating of the objectives and suggestions for improvement of the program of study were discussed during the meetings with academic and other teaching staff (i.e., training through research, duration and organization of the practical experience, thesis dissertation,

postgraduate development). The faculty works hard and must continue its efforts to address these concerns in the coming years.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The University should increase its support for the consolidation and development of the new Psychology Department, particularly in terms of staff and its own infrastructure, sine qua non of its sustainability. This must translate into a multi-year resource development plan that ensures the department's perspectives and viability.
- The Department should consider a master's program. This shall complete the educational offer from undergraduate to master's, doctoral and post-doctoral provisions strengthening the department's profile.
- The Department should further develop international synergies and research partnerships.
- The Department should capitalize on its experience with the social organizations to support the integration of its future graduates in the labour market.
- The training through research should be reinforced in the learning process and in the evolution of the curriculum.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I. Findings

The University of Ioannina as well as the Department of Psychology have in written and published documents given information and guidance to all stakeholders regarding their quality assurance monitoring work of the unit and the program under evaluation. We have had access to evaluations of MODIP (internal evaluation process of the institution) and of OMEA (the evaluation process of the department). During our meetings with the personnel at the department we have been informed about the results of the evaluation given by the students in documents and in oral presentations.

II. Analysis

The Department of Psychology implements a quality assurance policy that is in line with the Strategic Objectives of the University of Ioannina. It is very important for a well-functioning and effective university department of psychology to make sure that all relevant parameters of research, teaching and infrastructure are properly and regularly evaluated and supported. Internal evaluation at all levels is therefore necessary. Methods of evaluation must be scientifically sound. Stakeholders like researchers, teachers, students, alumni, and administrators have to be involved in this process, both as evaluators and feedback providers opening and maintaining a dialog that identifies problems and possibilities and leads to satisfying solutions.

III. Conclusions

The Department has formulated specific objectives related to the quality assurance of the Program, which are mainly oriented to the academic development and the recognition of the curriculum. Internal evaluations processes are in place, and they are very well adapted to the overall strategies of the University and the Department. They are also very well implemented, through MODIP and OMEA, producing valuable information regarding the level of quality of the new undergraduate program. However, students are not members in these internal evaluation bodies. The reason is the lack of a student union to take care of this matter. We have been assured during our dialog with the university and department personnel that this issue will be settled once a student union has been established. Regarding the involvement of alumni in the internal quality evaluation process there are no concrete plans yet, but this is something that has to be discussed and planned for soon by the Department.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Students should be members in the internal evaluation units and participate in their work.
- Alumni should be involved in the internal quality evaluation process.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

For this part we triangulate our assessment based on the submitted proposal, the staff/faculty discussions, the discussions with the professional bodies and the students. The latter indicated that there was a palpable change in the programme. The professional bodies that work with the department were full of praise regarding the students participating in the placements and in particular their knowledge and skills. What we noted from the professional bodies was so many requesting the students to continue volunteering with them as a continuing sustaining solution. The faculty staff were fully aware of the need to introduce the dissertation module as soon as possible to bring the additional and required research elements to the current degree. This is in full agreement with the student body.

In the presentation we heard of the use of the Erasmus programme as a tool for student mobility as part of their educational experience. The Department supports student academic mobility through Erasmus program partnerships with numerous European Universities. The mobility of students from the Department to European universities is regular (21 students over the period 2019-23). The Department also welcomes incoming students from several universities (18 students over the period 2019-23).

II. Analysis

The current degree offers a great variety of modules and for all these modules to be offered additional staff will be required. This will improve team resilience and allow the faculty staff to focus on their teaching mainly on their areas of expertise and be given the opportunity to utilise their own research into their teaching. The placement practical course currently is in one semester at year 4. The 200 hours in two months makes it difficult for the students to attend classes and engage with the rest of their programme. We note that this will be confounded further when students will be required to produce a dissertation as well. The introduction of the dissertation will also allow for staff to utilise their own research pedigree and allow the students to tap into their knowledge making a closer link between research and teaching experiences. This is a new programme still developing and recruiting additional staff that will enhance the programme and offer additional educational and research support and development.

III. Conclusions

This is a new programme that will be seeing the first round of their alumni this summer. The team went through a significant change from 6 to 12 faculty members and there are more additional members to join in the next academic year. Despite the significant steps for improvement, we note that the lack of a dissertation module impacts on the overall learning experience and the future development of the student body. There is recognition that there will be a dissertation offer in the new academic year but that does not include those students (their first ever cohort) to graduate this summer. The Department can also explore developing more international/European links to help students engage more actively with Erasmus.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The panel recommends that all students enrolling in the department from 2023, will have to complete a compulsory dissertation. Also, all other students currently enrolled should be offered the option of a dissertation. There must be an arrangement that the placement practical experience and the dissertation do not coincide with one another, and the students are given substantially more time to complete their placement.
- The recommendation is for the Department to explore splitting the placement between semesters and even years. The latter is preferred as it will allow third year students to complete a lighter version of a placement before completing a more demanding version in their final year.
- It could also be useful for the Department to explore in the placement location can be utilised for the dissertation focus for those students interested in doing so.
- The Department should develop a follow-up system of career paths of their future graduates.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling flexible learning paths*
- ✓ *considers and uses different modes of delivery where appropriate*
- ✓ *flexibly uses a variety of pedagogical methods*
- ✓ *regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- ✓ *promotes mutual respect in the student-teacher relationship*
- ✓ *applies appropriate procedures for dealing with students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The Department of Psychology of the University of Ioannina offers a new undergraduate program, attractive and recognized not only by students (e.g., 35% of the admitted students have chosen it as their first choice in 2022-2023) but also by local and national social partners who act as employers of students in practical experience.

The student-centred approach is a goal aimed at most universities in Greece, but it is still in its initial stages. In the presentation given by OMEA & MODIP members, there was a separate section on the student-centred approach in learning, teaching, and assessment of students. We are informed that the autonomy of the students is achieved with the possibility for students to choose 53.3% of their courses, through elective courses. In the courses where there is the possibility of essay, they could choose the topic. Students can also pick the provider that will carry out their internship.

Student participation in curriculum design can be enhanced through the academic tutor. The professors share equally the number of admitted students, which is constant for the entire duration of the studies. The role of the academic tutor is to support and help students with questions and difficulties regarding the university, student life, their future, and what may arise during their studies. In the middle of each semester, students can evaluate the professors of the courses they attended during the semester. The

evaluation is considered by the OMEA members and in the case of a negative evaluation; a report-writing process is activated to improve the teaching work. The department is equipped and accessible for PWDs, in all facilities and classrooms. There is also an Accessibility and Social Support Unit for PWDs, where 53 student volunteers participate.

II. Analysis

At one of the meetings, we spoke with the students of the department from all 4 years of study. In general, they presented their experience at the university as positive, although they indicated that several improvements could be made. They mentioned the good relationship and communication they have with the professors. In the immediacy that exists. The good communication and supervision of the professors were also mentioned by the internship providers we talked to. Students were also asked to report a typical teaching experience. In some courses, the professor can use quizzes, refer to his/her psychotherapeutic incidents and discuss possible interventions together with the students, as well as the role play between therapist and client. Furthermore, the use of the e-course, gives the opportunity to discuss course topics outside of the teaching time. The use of the website of the department, as well as the e-course, work satisfactorily according to the students.

We had the opportunity to see the department's facilities up close. The department has an auditorium and two amphitheatre classrooms, where the necessary technological means are provided, preventing new teaching methods, with a more student approach. Some institutions seem to lack the expected participation, such as the academic tutor. The complaints procedure of the department posted on the website has not been used. Accordingly, participation in course evaluation by students is low. Although the results are quite positive, participation is of the order of 5-10% of all students.

III. Conclusions

Globally, students appear to appreciate both the efforts of the faculty and the quality of the education they receive in the Department, especially since the ongoing changes and the evolution of the curriculum. There are certainly structural difficulties as the Department is quite new. It started with 6 professors and now consists of 12, much less for the number of students. Other practical difficulties are the lack of resources, which is reflected in the few classrooms, and the lack of technological equipment. Although there is a desire for a student-centred approach, it seems to happen only partially in the teaching process. Students do not participate in the decision-making centers as they do not have a representative. There is much that can be done to improve the situation. Senior students reported seeing the improvement made in the department over the years.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Having started the new psychology department with only 6 professors, it took a lot of effort on their part to cope. The evolution of the department can be seen year after year. Students and placement providers refer to their good cooperation and communication with professors. Regarding the student-centered approach, many more steps need to be taken. There could be a common development of a student-centered culture within the department, or even the university, that includes the student at the centre.
- As said before, the structure of the auditoriums directs the teaching toward the lecture. Classrooms that would allow greater interaction between students would facilitate greater participation in the process. Additionally, students could have more active participation in shaping the courses, taking part in the presentation of thematic units alone or in groups of students, making presentations, group essays, and collaborating with the professor.
- Seminars and lab courses are always a student-centered learning process. These courses consist of a few people. Each thematic unit is presented by the students. They are courses that bring the student closer to research, as there is usually a final project or essay. The lack of thesis is a major drawback of the department and should soon be included in the curriculum. It is something that the students themselves requested. Also, the placement could be longer and divided into two semesters to reduce the workload of students who have to attend the courses at the same time.
- The low participation of students in the evaluation process, as well as in the academic tutor, is something that needs to change. Their participation and feedback on the program are crucial. Questionnaires are common to all departments; new ones could be created that would be more accessible to psychology students. It is important to find incentives to increase student participation. Finally, it would be beneficial to develop teaching staff training programs in new student-centered teaching methods.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

All the above must be made public within the context of the Student Guide.

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

We had access to the relevant documents of the university and of the department related to the undergraduate program of psychology. The department has developed, published and is applying all relevant requirements and demands regarding student admission, study activities, and diploma of the program. The diploma is issued in Greek and the diploma supplement in both Greek and English. There is a possibility for the students to receive a minor scholarship from ESPA (an external governmental/European

fund) for their practice. The main channel for spreading the above information is the website of the department, which is published in both Greek and English. The undergraduate program is built in accordance with the requirements of the higher education conventions in Europe. However, a mandatory thesis project is missing. Unfortunately, not so many students are using the program for mobility to other universities.

II. Analysis

Clear, accurate and up-to-day information is very important for the students. It is necessary for them in order to be able to make the right decisions, choices and planning about their studies. The value of a mandatory thesis project is significantly high regarding the overall quality of a university study program, the learning and expertise of the student, and the student's future studies and professional career.

The internship providers reported that the students' knowledge is sufficient for their work in the structures. However, they indicated that more emphasis could be placed on their training in psychotherapeutic knowledge and skills. They also noticed a shortage in child psychology, where more in-depth training would have been useful.

III. Conclusions

The department meets the requirements for all the aspects and phases of the program under evaluation. They are also planning to introduce a mandatory diploma thesis, which should be implemented as soon as possible. They need also to find ways to support student mobility.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The panel recommends introducing mandatory diploma thesis as soon as possible and further supporting student mobility.
- It is recommended also to initiate a reflection on the extension of practical training hours because with a 200-hour internship, undergraduate students are not capable of mastering basic skills need for becoming a practicing psychologist. In this line, the Department could, based on its expertise, contribute to initiating the debate on the professionalization internship for psychology students at the national level, in collaboration with the other departments of psychology in Greece.
- Internship providers should be associated in the curriculum development processes.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences and educational leaves- as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

The Psychology Department started out with only 6 faculty members, but at the present time this number was doubled, reaching a total of 12 full-time faculty members. However, considering the number of incoming students every academic year, this is by any measure an inadequate number of faculty positions. Despite this problem, the Department faculty members work very hard to meet their responsibilities.

Regardless of the increase in numbers, the Department continues to employ mainly junior staff. There is only one full Professor, who is also the Dean of the School and, therefore has limited time to be involved in the Department's daily activities. The imbalance of senior and junior faculty creates multiple problems, such as mentoring opportunities, representation of the Department in external committees, participation in funded programs etc.

The basic areas and specializations of Psychology are represented in the faculty. However, some specializations are under-represented or are totally absent (for example,

Social Psychology, Health Psychology, Forensic Psychology). In some cases, courses appear on the Program but there is no specialized faculty member to teach them.

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

The Psychology Department expects and encourages all full-time faculty members to engage in research, involve students in their research programs, and bring these experiences into the learning environment of their courses and laboratories. Faculty research programs are necessarily constrained by inadequate research funding and limited research facilities. The Department has set realistic goals to encourage faculty to increase both the volume and quality of their research output.

There is in place a system of teacher evaluation of offered courses (including the instructors) by students. The Department encourages students to complete this instructor evaluation, but this simple encouragement may not be enough because the percentage of students who do the evaluation is still low. New methods for increasing student involvement in faculty evaluation must be found.

The profiles of the newly appointed faculty members are generally better than those of the ones who served in the previously existing Department and moved to the new Department. Of course, there are exceptions in both groups.

Teaching, especially during the first two years of study, relies basically on traditional methods (lectures in large auditoria) and innovative approaches are rare. The absence of appropriate facilities and infrastructure makes it very difficult even for motivated faculty members to use contemporary teaching methods such as group-work, use of case-studies, role-play, problem-solving through technology etc.

II. Analysis

A Department must have adequate number of faculty members in order to support the offered programs and to bring about effectively the learning outcomes of the students. Senior faculty must constitute a high percentage of the total faculty (about 50%) in order to offer validity and authority to the directions, decisions and suggestions of the Department to the Senate, as well as to support junior staff via mentoring.

Teaching practice, methods and course design and delivery should be student-centered, more interactive, and innovative.

The Department must have appropriate facilities to maximize learning outcomes (i.e., latest technologies, multi-functional classrooms, labs etc).

III. Conclusions

Even though the faculty was increased in recent years, there are still issues regarding its makeup (ranks), its research output, especially its participation in funded programs.

A positive sign is that the newly appointed faculty members are well educated, very motivated and have established good relationships with the students.

Credit is due for the faculty who started the new Department and carried the program through in very difficult times, having to serve a large number of students inherited from the old Department.

The existing faculty members are very close to their students with whom they have established excellent personal and social relations. They also have excellent relations to the collaborators in the community who mentor the students during practical training.

Finally, there is a very friendly working environment that promotes cooperation between faculty and allows student participation in the learning process.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- More faculty members are needed, especially of senior status.
- The announcement of new positions should take into consideration the specializations that are under-represented (e.g., Social psychology) or are totally absent (e.g., Health psychology) from the existing faculty and try to correct this limitation.
- The Department should try to establish an identity and to maximise its comparative advantage in relation to similar programs offered in the country.
- The Department should encourage the mobility of teaching staff (through Erasmus programs).
- Overall, and using internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus), the profile of the Department needs to be improved.
- Facilities and infrastructure should be improved, so that student-centered learning procedures and outcomes can be promoted.
- Faculty participation in research proposals for funding should be further encouraged as a way to bring in needed revenue.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

I. Findings

As part of the evaluation of this principle the panel visited the department and other university resources where appropriate. This visit was a fact-finding mission to understand the way the department operates and how the student learning experience is supported. This was on top of the departmental documentation that details the current and future ambitions of their learning resources strategy. During the visit to the department, we saw the seminar rooms, labs and the amphitheatre currently shared with other departments. Most of the teaching space is in the same building that staff have their office space. All colleagues, new and old have their own office space, some grouped together in what they call “cells”. There is space in between these offices that students can use for group work and discussions. All staff exercise an open-door policy, and the students feel free to drop in and discuss their studies both on an official and an unofficial capacity. The students’ feedback on this was very clear as their find the open-

door policy not only important for understanding facets of their courses but also great in discussing future course choices and even career objectives. There is more space allocated to the department from the Philosophy department that will be used as seminar and lap space. The building is relatively old and in need of some renovation. There are lifts and ramps around the building and in all floors making all room accessible to all students with disabilities. There are projectors in the rooms and facilities for webinars. We noted that at present there was no dedicated computer room, and the facilities are still being developed to be at standard. The venues we visited were all fairly worn out and dated. The furniture is old, and the chairs/desks bolted to the ground. This space is appropriate for lectures but not so for any interactive or dynamic classes that may require movement or forming a discussion group. There is some antiquated equipment which can help with the understanding of the development of the discipline, but more current/new equipment will help offering professional familiarity. All students get a licenced copy of SPSS, and they can download the student version of office. Both are very positive steps. The departmental and university libraries offer a variety of resources, including some relevant journals. Finally, we note that the department offer academic advisors who enhance the existing support students receive from staff in order to make the most of their formal education.

II. Analysis

The learning resources at a basic level are there. There are rooms, including lecture theatres, seminar rooms, labs and even an amphitheatre. Nonetheless this is a new department, and their educational space looks anything but new. There is no computer lab and there is need for additional lab space to accommodate all different groups and psychological perspectives. They department manages to make the most of the existing resources and uses online ones to complement the existing ones. The department's website is a communication hub that students get information about their courses and other activities. It is well managed and regularly updated. The students were aware of the infrastructure problems including the difficulties in heating during the winter months.

This was also raised in the formal meeting with the Deputy Vice Chancellor and the Dean of the School. The students also reflected on the existing infrastructure and available resources. We were also able to discuss matters with the department's administrative support staff and technical support, including the staff responsible for the upkeep of the department's website. The faculty staff where very aware of the existing needs and they had a detailed plan of how they will prioritize them. One of their immediate objectives is to create a computer lab. Currently there have identified the room and it is furnished, missing only the computers.

III. Conclusions

Learning resources cover a variety of processes that help students implicitly and explicitly onto their academic journey. Regardless of the willingness of the staff to support their students, the venue needs renovation and in some cases an upgrade. It is not appropriate for a university's psychology department to have furniture bolted to the ground. It is also not appropriate for the students to complain that the heating of the building during the

winter months is low. This was confirmed by the Deputy Vice Chancellor who acknowledged the problem and offered a long-term solution in the form of changing mode of heating. There has to be a centralized approach on this and the university's support to the department needs to extend to resources. If this is not done within a reasonable timeframe the department will not be able to develop in the direction of their planning documentation.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- To further support the student-centred approach, the department needs to make the student space accessible so that students can feel comfortable and part of the department.
- The classroom space can be open for group work discussions and even student-led seminars.
- There is a need for additional lab space so that different centres can be housed in the department. On the positives we note as good practice the open-door policy and the dedicated office space for all faculty staff.
- We would like to see some open space made available for the students.
- The heating needs to be resolved by the University management team as a matter of urgency.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department and the new UGP*
- *Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme*

Study Programme Compliance

I. Findings

The forms of the National Information System for Quality Assurance in Higher Education were fully and correctly filled in. The university and the department have their own units (MODIP resp. OMEA) for the collection and analysis of data relevant to the quality of the program, the academic activities, and the administrative procedures of the department. However, there are no student representatives in the evaluation unit. The gathering of data has been based on the forms of NISQA, and the information gathered has been transferred back to the same system.

II. Analysis

It is important to have access to up-to-date standardized information on all aspects of quality relevant to research, teaching and administration of the university and the department. This is a necessary condition for the continuous revision and improvement of the department and the study program. The active participation of students in these processes contributes to the validity of the information gathered.

III. Conclusions

All necessary administrative units and processes are in place leading to the satisfactory collection, analysis and use of information for a professional and competent running, reorganization and development of the department and the study program. The soon-to-come participation of students in this process will contribute positively.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Students should participate in the internal evaluation units of the department.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The department has a very clear, user-friendly website. We have been able to review the information contained, discuss its functionality with the students and discuss it the plan and development with the technical support staff. Part of the information contained on the website was mentioned by some of the department's strategic partners a clear demonstration of its reach. The students use the website as their information conduit that contains a variety of different and important information.

The website and the information contained is relevant to the programme, the different courses, additional information about the staff their interests' publications and even social media. The website is bilingual (Greek and English) and the horizontal tabs make it user friendly. There is information of how to get in touch with the department via email or phone.

II. Analysis

The information contained on the website is updated regularly and provides a significant amount of information. The public and the students can be informed about departmental activities, research projects, actions and other. Furthermore, it provides performance indicators, the curriculum structure, the courses and general information.

III. Conclusions

We found that the public information provided on the website is fully complaint with the principles of open society. The programme is clearly identified with all its components. There is a year-by-year course representation and there is further information for those interested pursuing additional studies, doctoral or post-doctoral.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The panel would suggest that the department may dedicate a tab of their website on community engagement and community organisations. This will offer greater visibility for the organisations the department currently works with and give more information to the public.
- The website is noted that is a significant improvement from the previous website.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

Study Programme Compliance

I. Findings

An internal quality assurance system is in place. The Panel had a meeting with its members and was convinced that the Program is adequately monitored.

The students have no representative in the internal evaluation Committee.

Measures are being taken to correct this absence of students and graduates.

II. Analysis

All Programs should be continuously monitored by an internal evaluation Committee.

All shareholders should be represented in this Committee (Faculty, administration, community leaders, students, graduates).

III. Conclusions

The monitoring of this new Program by an internal evaluation Committee is adequate. The Panel confirmed through the review of the relative documents that the University of Ioannina and the Department of Psychology have in place the processes to review essential aspects of program delivery regularly.

A serious limitation is the absence of student and graduate representatives. However, this is temporary and will be corrected soon.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- This internal evaluation Committee should be maintained, and its role should be further strengthened in the Department.
- Student representatives (and later representatives of graduates) should be members of the internal evaluation Committee.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

As mentioned earlier, this is a new Program that was created when the pre-existing Department of Philosophy-Education-Psychology was split. Thus, the present external evaluation is the first that the new Department of Psychology goes through in its current form.

II. Analysis

External evaluation and accreditation are necessary conditions for all the Programs offered by Universities in order to safeguard the professional rights of the students and protect the integrity of the diplomas issued.

Based on this evaluation procedures corrections and improvements of the Programs ingredients can be made.

III. Conclusions

The Department under study has cooperated fully with the External evaluation and Accreditation Panel by providing all the necessary documents.

The faculty members and the members of the University administration responded very well to the comments made orally and showed a sincere intention to learn from the evaluation process with the purpose of improving the offered Program.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The comments and suggestions included in the present Report should be studied carefully by all concerned.
- Changes and improvements should be initiated by the appropriate officials of the Department and the University in order to respond to the recommendations made by the External Evaluation Committee.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I. Findings

Some students enrolled in the old program (Philosophy-Education-Psychology) are still active in the new Department (Psychology) since they have not yet completed their programs and therefore, they have not graduated.

The new Department continues to support these students and offers courses so that they can graduate.

Further, the new Department leadership oversees the transition period and makes sure that the specified procedures for the smooth progression of the new Program are followed as planned.

The increase of faculty numbers from six to twelve makes it possible for the new Department to respond to the academic needs of all the students, including those who came from the old program.

II. Analysis

New Programs that have evolved from the division of previously existing Programs should have in place policies and actions that will facilitate the transition period.

Students who used to be enrolled in the old Department must be assisted so that they can complete their new program and graduate without delay.

III. Conclusions

It seems that the Department follows closely the developments regarding this transition period and has the whole procedure under control.

Students of the old Department enjoy the same benefits that the new students have regarding offered courses necessary for graduation, support services, cooperation with faculty etc.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The new Department should continue to support the students of the old one and to facilitate their progress towards graduation.
- New additions or improvements of the Program (i.e., Obligatory undergraduate Dissertation, extended practical experience, lab-based courses) should be made available to the students of the old Department on an optional basis.

PART C: CONCLUSIONS

I. Features of Good Practice

- The new undergraduate program in Psychology of the University of Ioannina is consistent with European and international standards, covers the main areas of psychology and provides scientific-based training for acquiring knowledge and practical skills as well as openness to societal issues.
- The design of the curriculum is very ambitious, promotes important skills in conducting high quality scientific training in psychology and seems appropriate for achieving the scientific and learning objectives.
- The Faculty aims to implement solid training professional development for the graduates and enjoys high recognition of the social partners who supervises the practical internship of the students, both at the regional and the national level.
- The Department benefits from a very good attractiveness and recognition at the national level for psychology studies (e.g., first choice of one third of admitted students) and students appear to appreciate both the efforts of the faculty and the training proposed by the curriculum.
- The Faculty members are involved with enthusiasm in curriculum development and work very hard to meet their responsibilities and to consolidate their new Department. We want to underline the dynamic commitment of the young colleagues who joined the department this past year to help the students with their learning and their professional development.

II. Areas of Weakness

- The number of Faculty is not enough to carry out the many activities needed to develop this new Department (teaching, administration, research). More faculty members are needed, especially of senior status.
- The facilities available to teachers and students (e.g., multi-functional classrooms, labs, student's spaces) are very basic and quite inadequate to support learning and academic activity (e.g., lack of technological equipment, buildings that need energy upgrading).
- The lack in the curriculum of a research dissertation and of a reinforced system of training through research.
- The teaching staff should promote student involvement in the learning process and transform the Program of study from teacher-centered to student-centered.
- Faculty participation in research proposals for funding should be further encouraged as a way to bring in needed revenue.

III. Recommendations for Follow-up Actions

- The two first weaknesses identified above are beyond the control of the Department since it is part of a public University and has no funds of its own. The University should propose an operational multi-year resource development plan that ensures the Department's project and viability (teaching, technical and administrative staff, allocated infrastructures).
- The Department should try to establish an identity and to maximise its comparative advantage in relation to the others main programs offered in the country in the field of psychology. Overall, the scientific profile of the Department needs to be improved.
- New additions or improvements of the Program should be made (i.e., obligatory undergraduate dissertation, extended practical experience, lab-based courses).
- The Department should promote student participation in the teaching evaluation and curriculum development processes. This will require curriculum and course design, based on student learning goals and outcomes.
- The announcement of new positions should take into consideration the specializations that are under-represented or are totally absent from the existing faculty.
- Since the Greek government allows students with a bachelor's degree in psychology to practice the profession, a common problem that usually arises with all psychology programs in Greece is that of providing sufficient and adequate training to undergraduate students. The so-called Practical Experience, which is mandatory and is offered during the fourth year of studies, is a practice followed by all the Public Greek Universities and, therefore, it is beyond the control of the Department under review to make drastic changes. However, it is the opinion of the Panel that it should be improved, both quantitatively and qualitatively. That is, the number of required hours (which now is set at 200) should be increased and the scope should be widened to include such professional activities as administration and interpretation of clinical instruments, tests, and protocols.
- Whilst the panel was selected by the relevant educational authority based on knowledge and expertise, the panel members are cognizant that an evaluating all male panel can be problematic. It is a recommendation to keep an eye on gender balance to consider wider diversity issues. If and when possible, to avoid single gender panels and work towards addressing matters of inclusivity.
- Since the accreditation process was in English, it would be useful for the Panel to also have the main materials submitted for analysis in English.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 5, 6, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **3, 4, and 7.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Prof. Thémistoklis Apostolidis (Chair)**
Aix-Marseille University, Aix-en-Provence, France
- 2. Prof. Romanos Daskalou**
University of Northampton, Northampton, United Kingdom
- 3. Prof. Emeritus Stelios Georgiou**
University of Cyprus, Nicosia, Cyprus
- 4. Prof. Iordanis Kavathatzopoulos**
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- 5. Mr Angelos Konstantinidis, student of Psychology**
University of Crete, Rethymno, Greece