Doc. 300.3.1

Date: 23 December 2020

External Evaluation Report
(Departmental)

- **Higher Education Institution:** European University Cyprus

- **Town:** Nicosia
- **School/Faculty:** School of Humanities, Social and Educational Sciences
- **Department:** Department of Social and Behavioral Sciences
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1

In Greek:

Programme Name

In English:

Psychology (B.Sc., 4 years, 240 ECTS, 1st Cycle)

Programme 2

In Greek:

Programme Name

In English:

Psychology - Clinical - Counseling (M.Sc., 2 years, 160 ECTS, 2nd Cycle)

Programme 3

In Greek:

Programme Name

In English:

 Programme Name

- **Department's Status:** Currently operating

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A. Introduction

This part includes basic information regarding the onsite visit.

Restrictions due to the COVID-19 pandemic have made it impossible to physically visit the facility. Instead, on December 18, 2020, a virtual meeting was carried out with the following program:

10:30 – 10:40

· A brief introduction of the members of the External Evaluation Committee *[10 minutes]*

10:40 – 11:10

· A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution

[15 minutes]

· A meeting with the members of the Internal Evaluation Committee

[15 minutes]

11:10 – 11:50

· A meeting with the Head of the relevant department.

Short presentation of the School's / Department's structure

[40 minutes]

Maximum duration of presentation: 15´   Discussion: 25´

12:00 – 13:00
Programme 1:

· The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development *[60 minutes]*

Maximum duration of presentation: 20´   Discussion: 40´

13:00 – 14:00
Programme 2:

· The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development *[60 minutes]*

Maximum duration of presentation: 20´   Discussion: 40´

15:00 - 16:00

● A meeting with members of the teaching staff on each course for all the years of study (QA session).

· Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.

· Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).

· Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
· Discussion on assessment criteria, samples of final exams or other teaching material and resources.

[60 minutes]

16:10 – 16:50
- A meeting with students and graduates only (5 – 15 participants).

[40 minutes]

16:50 – 17:10
- A meeting with members of the administrative staff.

[20 minutes]

17:10 – 17:25
- Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

[15 minutes]

17:25 – 17:50
· A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

[25 minutes]

17:50 – 18:20
· Live streaming of courses.

[30 minutes]

In addition, the evaluation is based on the following documents:

- Application 07.14.323.008_200_3
- Presentations from Zoom meeting (December 18, 2020)
- Overview graduation rates / attrition rates
- Videos: Campus Tour 360; Centre for Applied Psychology and Personal Development (KEPSYPA); lab facilities (Experimental Psychology, General Psychology, and Psychotherapy Lab)
- Record of a digital lecture (PSY272A Experimental Psychology);
- Record of course PSY612 Personality Assessment and Lab (Centre for Applied Psychology and Personal Development, KEPSYPA)

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B. External Evaluation Committee (EEC)

Name	Position	University
Prof. Ute GABRIEL	Academic member, chair	Norwegian University of Science and Technology, Norway
Prof. Roshan DAS NAIR	Academic member	University of Nottingham, UK
Prof. Manuel VÖLKLE	Academic member	Humboldt University Berlin, Germany
Chloe Yiannakou CONSTANTINIDES	Representative from the Professional Association	University
Evrydiki KOLOKOUDIA	Student representative	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *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 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**
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	**1 - 5**
1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3 The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
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.	4
1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

Not the Department, but the School of Humanities, Social and Education Sciences has a publicly accessible mission statement. The Department's strategy is described as endorsing the School's strategic goals.

The Department has a fairly specified strategic plan - with the prioritized goals of fostering student involvement in faculty's research, advancing opportunities for student placement in internships, attracting visiting scholars and post-doc researchers, further development of student-centered pedagogical methods, and recruiting and retaining a diverse student body.

The strategic planning includes immediate, short-term and long-term priorities. However, these are largely identical and cannot be easily mapped with the elaborated list of goals. In the SWOT analysis presented in the Application 07.14.323.008_200_3 (p.65), relevant Strengths, Opportunities and Threats are presented in a clear manner, however, no Weaknesses are listed.

The academic community and some relevant stakeholders are involved in shaping the Department's strategic planning, however, some more specific stakeholders can be included in making course-specific plans and decisions. Indicators to monitor are provided, but it is not sufficiently specified how they are being used.

The EEC finds the Department to have a good understanding of their situation and have identified relevant areas for development (research - internships - engagement with community). A clearer structure of what quantifiable goals should be achieved, and by when, could be helpful, with very clear and specific Key Performance Indicators for each goal.

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).

The programmes of study (B.Sc.., M.Sc., PhD in Psychology; Master in Career Counseling and Guidance [distant learning program]; Master in Public Administration [distant learning program]) offered by the Department are coherent and compatible (even though there is little overlap in terms of teaching staff). Information concerning the extent to which these programmes are compatible with other study programmes offered within the school is not presented in great detail. However, there is substantial teaching and research collaboration within the School (e.g. Education) and across the Schools (e.g. Health Sciences; Medicine).

Provide suggestions for changes in case of incompatibility.

N/AClick to enter text.

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.	4
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.	5

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

The Department and its members provide a variety of services to NGOs, and public and private organisations as well as information and education activities addressed to the general public. Research projects reflect local engagement (e.g. youth and climate change in Cyprus; cross-generational identity in coastal communities). Several members of the staff are licensed practitioners. The Department collaborates with the Mental Health Services of Cyprus for example with reference to internships for masters students in Clinical psychology.

We were pleased to see the Department's commitment to engagement with the society, and saw many areas where staff and students demonstrated such engagement. We would like to request the Department to reflect on the major health and social issues that the Cypriot society faces and determine which of these issues are currently addressed by the Department's research and teaching and which are not.

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.	5
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.	3
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

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

The recruitment and selection process of teaching staff is in line with international standards.

The University has a strong marketing strategy for student recruitment. The Department's strategy mainly relies on building attractive study programs, but it is unclear how this is communicated to potential students. The Department competes with other local Universities; information on how successful the Department is in attracting *high-level* students from Cyprus (or abroad) is not easily accessible.

Procedures for the setting and adoption of the academic and non-academic budgets is clearly described in the EUC-Charta. There are individual budgets for each School. The School allocates an independent budget to each of their departments. However, the computational model used by the University to distribute the income, and the models used by the Schools to re-distribute their funding was not accessible to the EEC.

Additionally, write:

- Expected number of Cypriot and international students

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

The expected number of Cypriot and international students is not easily accessible.

Countries of origin of international students (2019): Psychology B.Sc: 78 (Greece), 53 students from Greece; Psychology B.Sc: 27 (English), 2 from Ghana, 2 from Kenya, 1 each from Greece, Iran, Israel, Kuwait, Libya Nepal, Nigeria, Russia. Psychology M.Sc: No international students

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

Good understanding of their situation, clear goals
Committed staff
Teaching need based recruitment

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

Academic staff development program (three schemes: newly hired: ongoing: innovative strategic interventions);
Incentives: reduction of teaching hours for academic writing, participating or coordination of research programs
Detailed Faculty promotion scheme

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

Ratio between faculty members (12 +1 Special Teaching Personnel) and "scientific collaborators" (25). It is the EEC's understanding that scientific collaborators are on temporary (short-term) contracts and work on a part-time basis, and that they provide teaching hours according to need.

We would like the Department to reflect on the staffing model. Currently, staff are either employed on a full-time (and tenured or eligible for tenure) or part-time (as scientific collaborators). While this model appears to work, it does pose certain risks. Notably, if scientific collaborators are not available, this may compromise the quality and the quantity of the courses offered. Furthermore, this model may disadvantage some people (e.g., those who cannot undertake full-time work, due to various other responsibilities or health reasons). We also noted that awards were available for full-time but not part-time staff. Perhaps the Department/University could provide similar awards (but with different/appropriate criteria) for part-time staff also. The promotion criteria for part-time staff (or staff on short-term contracts) was unclear.

Several members of the staff are licensed practitioners, something which is vital for health-oriented study programs in Psychology. A system should be in place that allows these employees to use their University working hours to participate in continuing education and clinical engagement in order to maintain their license.

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

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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.	5
2.1.2 Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3 The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
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	5
2.1.4.4 Management and support services	5
2.1.5 The quality assurance system promotes a culture of quality.	5

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

A very well-developed quality assurance system for teaching and learning is in place with a cycle of annual and periodic review. The internal evaluation committee consists of two academic staff and a student representative. Anonymous student feedback is obtained regularly. The students, the EEC met, report that their feedback is valued and action/changes are made accordingly. All study programs have an advisory board that consists of internal and external stakeholders.

EUC employs a comprehensive program evaluation review (PER) procedure which adequately covers teaching and learning standards, employability, societal relevance, compliance with legal requirements and professional standards.

It is claimed, but not immediately apparent, that the quality assurance system also applies to research. There is indirect monitoring through the teaching hour reduction scheme. However, the way the quality of the Department's research portfolio is assured, should be made more explicit.

The Department has a Grievance committee that works according to the School's internal regulations.

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.	**4**
2.2.3	The quality control system refers to specific indicators and is effective.	**4**
2.2.4	The results from student assessments are used to improve the programmes of study.	**5**
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	**4**
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	**5**

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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.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	4
2.2.10	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.	5
2.2.11	The Department analyses and publishes graduate employment information.	5
2.2.12	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	5
	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	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.14	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.	5
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	4
2.2.17	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.	4
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	4

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2.2.19	There is a clear policy on authorship and intellectual property.	5

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

The quality of assessment is assured by the Department's Chairperson. Assessment coordination is done by the respective Program Coordinator. The EEC welcomes the Department's plan to have 20% of the exams assessed by two independent examiners. The EEC further recommends to consider having a sample of the exam scripts (that represent fail, distinction and pass grades) assessed by external examiners from other universities in Cyprus, to ensure that the same national/international standards apply.

Investigation of academic offences: It appears this is done by one member of staff. (p71) – "a faculty member". We would like further reassurance that such investigations are conducted by a team, and not any one faculty member – so as to reduce/prevent any bias.

Please note that the EEC did not visit the site. The evaluation is based on video material, written and oral information.

The Department offers one PhD program (PhD in Psychology), which was only recently established (see report 07.14.322.016_eec_report_euc_psychology_phd.pdf). PhD students receive grants when they publish a scopus cited paper or present a paper to a scopus listed conference. Fees for bio-ethics applications are covered as well.

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

Overall - strong and clear system in place

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

Program evaluation review (PER) procedure

Grievance committee procedure

Clear intellectual property outline

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

Quality assurance of research portfolio: should be worked out more clearly

Quality assurance of assessment grading: Processes need to be documented to ensure that scores/grades awarded are fair, reliable and comparable to those that are awarded to similar assignments within similar courses delivered by other universities (at least nationwide). There are different ways in which one can work towards this goal. Worked samples of anonymised scripts

representing different levels of performance can be used for training purposes; a sample of exam scripts representing top, middle, and bottom pass grades and fail grades can be sent to external examiners from other universities to obtain their opinion of whether the scoring is in accordance with national standards.. The EEC recommends to implement procedures that ensure the comparability of assessment.

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)

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

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.	4
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.	2
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.	3
3.6 Statutory sessions of the Department are held and minutes are kept.	4
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.	4
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.	4
3.9 The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5

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3.10	The Department has appropriate procedures for dealing with students' complaints.	5

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

Structures, organization, functions and procedures of the Departments are laid down in the Departments Bylaws - Annex 13 to the University Charta.

The Department's council seems to consist of representatives of academic staff only. Composition and functions are regulated by the Department Bylaws and the provisions of the Law on Private Universities. In the Bylaws it is stated that "student representatives … in number that equals 20% of the other members of the Council". As Table 2 in the Application 07.14.323.008_200_3 (p.142) lists 11 members (all academic staff), two student representatives would need to be added.

Students participate in the Committee on Academic Programs and the Grievance Committee.

Administration is organized directly under the CEO & President of the Council. Of the three administrative staff members that are listed under the Department are two on the School level (School Administrator and School Secretary). Administrative staff is not represented in the managing bodies of the Department. (The administrative staff is represented in the Council of the University, which is the supreme governing body of the University.)

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

Click to enter text.

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

There appears to be a fair and robust system for dealing with student complaints, and does have representation from the student body.

Click to enter text.

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

Include student representatives to the Department council.

Investigation of academic offences: It appears this is done by one member of staff. (p71) – "a faculty member". We would like further reassurance that such investigations are conducted by a team, and not any one faculty member – so as to reduce/prevent any bias.

Click to enter text.

Please select what is appropriate for the following assessment area:

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

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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.	3-4
4.1.3	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).	4
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.	4
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.

Formal procedures for program development and revision (PER) are in place. Programs of study are prepared by the faculty members and approved by the Universities Program Committee. Program content matches international standards. However, not all curriculum choices are obvious. While it is a strength that the courses offered closely align to staff interest and expertise, there are some gaps in provision of some topics that are typically covered by most psychology courses at both BSc and MSc levels (e.g., specialised qualitative methods

teaching in BSc and MSc courses, other types of psychological therapies such as Acceptance and Commitment Therapy, Systemic therapies, etc for MSc courses). Furthermore, the specific content of some of the courses, makes the study program susceptible in case the faculty member who is responsible for these courses leaves the department.

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.	5
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.	5
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.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4

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

Click to enter text.

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

Click to enter text.

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

Teaching is conducted in small groups involving many practical elements.

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

We would like to see more stakeholder involvement in the development and updating of the taught courses. Stakeholders can include future student employers, the health sector, patients and the public, as relevant. The Department could consider having module/course advisors from the pool of stakeholders.

More attention could be put on Open Science practices.

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.	3-4
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.	N/A
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.	3
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.	4
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.

Ratio of permanent to temporary staff: overall high reliance on Scientific collaborators (temporary staff), possibly due to the high number electives offered in the Department's study programs.

We did not see evidence of teaching qualifications or examples of expertise in the teaching of qualitative research methods.

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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

full-time, permanent: 12

special teaching staff: 1

visiting Professors : 0

temporary staff: 25

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

Click to enter text.

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

Staff with ample international training and experience, and active ongoing international research collaboration.

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

We would encourage the Department to consider having visiting professors as this could bring something unique to the department and the students' experience.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
5. Teaching Staff	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		1 - 5
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.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	3-4
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.	3-4
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.	3-4
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 Department adopts the University's research policy. The University works on an Action plan to develop and improve research related areas. The EEC recommends that each research plan (e.g., increase in grant capture, increase in publications, etc.) should be framed in a way that is quantifiable.

Research proposals are to be reviewed by The Cyprus National Bioethics Committee. Study programs include mandatory courses in research ethics. Any allegations about misconduct in research are investigated by a committee at the University level.

The Department runs two labs, one equipped to run physiological and cognitive psychological experiments, and the other set up as an observation lab. Inventories for each lab are provided. However, it seems that access to facilities (e.g. EEG equipment) is also provided by other Departments/Schools. The EEC therefore recommends setting up a kit-catalogue that lists all equipment accessible for teachers and students in the respective study programmes, and when these tools need updating.

Despite the departments primary focus on providing a practice-oriented education, the faculty works hard to integrate research and teaching. The teaching staff publishes to a satisfactory extent in international journals and student research activities are supported. In the meeting with students, one student particularly highlighted the research methods education that allowed her to critically reflect upon published findings. That said, more attention in teaching and research could be put on Open Science practices. This involves discussing the importance of preregistration, a replicable workflow, the use of open software, open data, as well as open access publishing. The EEC appreciates the EUC Plemochoe repository but was surprised that only few theses from the Department of Social and Behavioral Sciences were actually available via the repository. A more consequent adoption of open science practices would improve existing mechanisms for the development of students' research skills and make the departments teaching and research activities more visible. We would recommend that a policy be instituted to mandate all relevant research to be uploaded to such repositories within a stipulated time-frame from the point of acceptance of a journal paper or passing of a thesis. We also recommend that this activity is routinely monitored and reported to the University.

Regularly acquires external (non-governmental) funding - national and international.

Unclear how the Department ensures that research results are integrated into teaching. It can be assumed that this is done as part of the quality assurance system for teaching and learning, but this should be made explicit. One way this could be instituted is to have this evidenced in academic staff promotion applications, where appropriate.

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

Click to enter text.

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

Teaching staff who are research active and can demonstrate the ability to publish research in high-quality publications and be named collaborators on important research grant applications.

Click to enter text.

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

There are specific departmental goals related to research activity, and the aim is to "increase" activities (such as seeking and obtaining research grants). This is in line with the aspirations of several international universities, but specific Key Performance Indicators (KPIs) should be set, which can be quantifiably and objectively evaluated.

Obtaining ethical approval from the National Bioethics Committee was reported as time consuming and challenging, which made it difficult to promote some types of research and research methods. While, we appreciate that the functioning of the Bioethics Committee is outside the control of the Department/School, the Department/School should find ways to overcome some of the challenges (e.g., by submitting ethics applications well in advance of the studies being conducted, or using simulated data, or using publically available data (secondary data analyses).

Teaching of qualitative research methods should be increased, and students should be given the opportunity to conduct qualitative research.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
6. Research	Partially 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.	4
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.	3
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.	4
7.6 The Department's external audit and the transparent management of its finances are ensured.	4
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 Department's budget (Application document Appendix 6 p.482; budget for 2019/2020 40K EUR) does not include personal and operational costs. The Department's budget is mainly used to fund master theses supervision and defences (28K), but also internship contracts (5K) and dissemination activities, conference participation and membership fees.

Clear budget management routines are in place.

However, as the budget neither includes the income the Department receives for teaching, research, innovation and other activities nor the personal and operational costs, it is not possible for the EEC to evaluate the Department's scope for implementing strategic decisions.

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

Click to enter text.

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

Click to enter text.

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 √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	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.
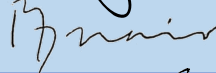
The EEC was impressed by the quality and thoroughness of the documents and videos we were provided with. Although it was not possible to attend the visit in person, the video meeting worked relatively well. We appreciate that this format was chosen over an in-person visit due to the Coronavirus pandemic, and we hope that future evaluation visits resume in-person formats. We would, however, like to congratulate the academic, administrative, management and student teams who attended the online meeting. We appreciate that it was a particularly long and full meeting, but we were impressed by how well all parties engaged in the process.

We felt that the staff and students were open about their experiences and receptive to feedback. We saw that they were able to reflect on the strengths and challenges they faced in designing and delivering the courses, and draw upon their learning from other experiences (and some from other universities in Cyprus and abroad).

Overall, we felt that the Department was compliant on all aspects that we were required to evaluate. We noted several strengths of the programme. We also felt that there were some areas where there is potential for growth to bring the BSc and MSc programmes in line with other programmes we are aware of internationally. We do not repeat them here, but would strongly encourage the university and departmental staff to take note of these in our report.

We are of the opinion that both the BSc and MSc courses are valuable - for students, for the university, and for society. We were informed of some new developments that are planned for the future, and we wish the Department all the best in their pursuance of excellence and service to their students and the wider society.

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E.   Signatures of the EEC

Name	Signature
Prof. Ute GABRIEL	
Prof. Roshan DAS NAIR	
Prof. Manuel VÖLKLE	
Chloe Yiannakou CONSTANTINIDES	
Evrydiki KOLOKOUDIA	
FullName	

Date: 02-January-2021