Doc. 300.3.1

Date: 11/5/2024

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
  University of Limassol

- **Town:** Limassol

- **School/Faculty:** Social Sciences and Humanities

- **Department:** Psychology

- **Department's Status**: New

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

Programme 1
In Greek:
 Πτυχίον Ψυχολογίας
In English:
BSc in Psychology

Programme 2
In Greek:
 Μεταπτυχιακό στην Εκπαιδευτική Ψυχολογία
In English:
MSC in Educational Psychology

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

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

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

DEPARTMENT	PROGRAMMES OF STUDY
	BSc in Psychology (English)
	MSc in Educational Psychology – Distance Learning (Greek & English)

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A. Introduction

The onsite visit took place according to the following schedule:

9:00 – 9:10

A brief introduction of the members of the External Evaluation Committee

9:10 – 09:50

A meeting with the Rector/Head of the Institution and/or the Vice Rector of Academic Affairs

A meeting with the members of the Internal Evaluation Committee (Q&A Session)

09:50 – 10:50

A meeting with the Head of the relevant department and the Coordinators of the programmes for a short presentation of the Department's structure

10:50 - 11:00

Coffee Break

11:00 – 12:00

A meeting with the Head of the relevant department and the Coordination Committee of the programme for the presentation of the programme Psychology (4 academic years, 240 ECTS, Bachelor (BSc))

12:00 – 12:30

A meeting with External Stakeholders ONLY .

12:30 – 13:30

Lunch Break

13:30 – 14:30

A meeting with the Head of the relevant department and the Coordination Committee of the programme for the presentation of the programme Educational Psychology (1,5 years, 90 ECTS, (MSc), E-learning)

14:30 – 15:00

A meeting with the Heads/Coordinators and members responsible for the E-Learning unit for a brief presentation and a Q&A Session.

15:00 – 16:00

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

16:00 – 16.30

A meeting with students and graduates ONLY (QA session: 5 – 15 participants).

16.30-16.45

Coffee Break

16.45-17.15

A meeting with members of the administrative staff ONLY (QA session)

17.15-1745

A meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before the Exit Discussion

17.45-18.00c

A meeting with the Head of the relevant department, the coordinators of the programmes - and the Director of Academic Affairs - Exit Discussion (questions, clarifications).

The EEC studied the following materials:

Document: 200.3: Application for departmental evaluation + several annexes + presentations from the site visit

B. External Evaluation Committee (EEC)

Name	Position	University
Patricia BIJTTEBIER	academic member + chair	KU Leuven
Martin CORLEY	academic member	University of Edinburgh
Teresa GUASCH PASCUAL	academic member	Universitat Oberta de Catalunya
Chara DEMETRIOU	representative professional association	University
Elisavet PANAGIOTOU	student member	University of Cyprus

C. Guidelines on content and structure of the report

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

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

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

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

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

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

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

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

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

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

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

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

1. **Department's academic profile and orientation**
   (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

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

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

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

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

see report

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).

ok

Provide suggestions for changes in case of incompatibility.

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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.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	N/A

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

see report

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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.	5

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.	5

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

see report

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

For the BSc, 30 students are expected to register in the Fall semester and 20 students in the Spring semester. For the MSc, 30 students are expected to register in each of both semesters and for each of both languages (i.e. 120 students in total). The international market is targeted and for the MSc programme, also specifically the Greek market.

Findings

1.1.   Mission and strategic planning

The department has been created with the view of an initial offer of two academic programmes (BSc Psychology; MSc Educational Psychology). As to recruitment of prospective students, the department systematically refers to international markets and for the master's programme, also to the Greek market. As well as the focus on teaching, the department has a strong research focus and these are reflected in the mission statement. The SWOT analysis is mainly concerned with teaching and accurately positions the department in that respect. Engagement has already begun with external stakeholders (for example, with respect to Practicum placements) and with (prospective) students. Mechanisms for feedback from students are well-articulated.

1.2.   Connecting with society

University of Limassol (and also CIIM, its predecessor) has a strong history of knowledge exchange and public engagement, which the department aims to continue. The University has a well-maintained website, and has already engaged with stakeholders (in terms of both teaching and research). Research results are disseminated to the local and national public through a broad range of communication activities (e.g., public lectures, consulting, participation in public debates, TV interviews etc.) and additional communication channels for future dissemination are currently being explored. There are no graduates to date.

1.3.   Development processes

Procedures for appointing staff are in line with international norms, and the department has been successful in recruiting at a high standard to date. Professional development plans include specific training for, e.g., online course delivery and inclusive teaching; more generally, staff are given an annual research budget, and the expectation is that new hires will be given reduced

teaching loads. Plans for student recruitment are in place, and there is a budget which is consistent with these plans.

Strengths

- The department has been thoughtful about its role in society and is already forging strong links with external stakeholders.
- Due to CIIM's long experience, there are very good connections with the business world.
- The current members of the department have internationally competitive profiles, speaking to the strength of the recruitment processes.
- UoL (and the department) appear to have strong research ambitions, and to that end, seed funding has been relatively generous, allowing for the purchase of research equipment as well as initial hires.

Areas of improvement and recommendations

- The SWOT analysis does not appear to cover research activity. There are some internal threats to the department's desire to remain research active, covered in section 6 below.

- Because the department is in its set-up phase, the indications are that newly recruited staff have very much increased teaching loads as courses are created. This may be tolerable in the short term, but should not become the status quo.

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

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

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1 System and quality assurance strategy **2.2 Quality assurance for the programmes of study**

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

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

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	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	4
	2.1.4.2 Research	5
	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
2.1.6	Students' evaluation and feedback	5

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

see report

2. Quality Assurance	
2.2 Quality assurance for the programmes of study	**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
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.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	3
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	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3
2.2.12	The Department analyses and publishes graduate employment information.	N/A

2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:		
	2.2.12.1	Building facilities	5
	2.2.12.2	Library	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
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		N/A
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		N/A
2.2.20	There is a clear policy on authorship and intellectual property.		4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.			
see report			

Findings

2.1. System and QA strategy

The University of Limassol is reviewing its quality assurance process and creating the documentation of quality assurance processes and outcomes. With this aim, it has recently appointed a new Vice-Rector for Academic Affairs and Quality Assurance.

Following the criteria of EQUAL, ESG, CYQAA, ENQA, the university has set up internal quality assurance committees at the university level, and per school/department.

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2.2.   **QA for programmes of study**

There is a school and department internal quality committee to ascertain and ensure the attainment of Programme Intended Learning Outcomes (**PILOs)** and Course Intended Learning Outcomes (**CILOs),** Admissions Criteria, Student Evaluation Criteria, Teaching Quality, and Learning Material.

Strengths

- The Internal Quality & Evaluation Committee (IQEC) at the department is designed to promote a culture of quality.
- A student welfare unit has been established to offer workshops and services that address personal problems and difficulties faced by students.

Areas of improvement and recommendations

- As the department is in a setup phase, some processes still need to be created to guarantee that the teaching staff act in coordination concerning teaching-learning methodologies, curriculum updating, and lab services/infrastructure.

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

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

3. Administration
(ESG 1.1, 1.3, 1.6)

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

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

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
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.	5
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.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	3

3.11	Internationalization of the Department and external collaborations.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
see report		

Findings

Because the department is small, there is a degree of overlap between its administrative structures (for example, all members of the school council are members of the department council). For similar reasons, administrative staff operate mainly at a school or University level. Because everyone is involved in decision making, transparency is not an issue at present. All relevant committees appear to include student representation. Governance, as well as disciplinary control, appear to be in line with international standards.
Structures are in place such that growth will be properly accommodated and membership of committees will diverge. At this point it will become necessary to select committee members appropriately, but there is no reason to believe that this will not be the case.

Strengths

- The department (and University) is founded on a well-established model which comes from CIIM, and this means that governance and administrative structures are well articulated.
- The current size of the institution means that loops are small (for example, the Rector has negotiated contracts for all new academic staff to date) and decisions are transparent.

Areas of improvement and recommendations

- To date, UoL does not appear to have faced disciplinary or academic misconduct issues. Rules have been provided, but their efficacy will need to be monitored.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	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.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	3
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	
see report	
4. Learning and Teaching	
4.2 Organisation of teaching	**1 - 5**

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
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.		
see report		

Findings

4.1. Planning the programmes of study

The department has a well-articulated system for designing and monitoring degree programmes. Course proposals are reviewed by the Internal Quality and Evaluation Committee (IQEC). The process for introducing a new programme of study is well established before its accreditation.

4.2. Organisation of teaching

Admission criteria are clearly articulated. Credits from relevant courses can be transferred, up to a maximum of 120 ECTS. Class sizes are likely to be small by comparison with international standards, and certainly suitable for teaching.

The department's aim is that students' feedback will play a relevant role in monitoring the courses. Effective communication with their students is a key element of this process, together with formalised instruments such as end-of-course questionnaires.

The teaching methods, tools, and materials described are oriented to provide support to the students in their learning process, and respect and attend to the diversity of students and their

needs. Marking criteria and detailed marking rubrics have been created, and assessments look fit for purpose.

Strengths

- The limited number of students in the programmes enables the department to seek feedback in various forms—formal and informal, oral and written—and specially, throughout different stages of the teaching and learning process.

Areas of improvement and recommendations

- A more detailed coordination map for the programme's courses should be created to ensure effective horizontal and vertical coverage of methodologies, types of feedback, and learning outcomes.
- The department lacks a clear innovation policy: It's not specified how innovation will be promoted within the courses and assessed.

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

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

5. Teaching Staff *(ESG 1.5)*

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

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

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	5
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.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
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.	5
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.	3
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.

see report

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

see report

Findings

The department's teaching staff consists of 8 full-time permanent teaching staff (two associate professors, two assistant professors, three lecturers and one member of special teaching staff). One visiting professor in a relevant subject area has been confirmed since the documentation was submitted. A new hire is planned in the near future. All staff have PhDs.

The plan is for staff to offer a large number of courses; we return to this below. If student recruitment proceeds according to the submitted plans, the staff-student ratio (approximately 1:21) will be just higher than, for example, the British Psychology Society-mandated limit of 20, but still within international norms. Feedback processes for staff are already in place.

Strengths

- The university has been successful in recruiting a young (average 6 years post-PhD) and very talented cohort of academic staff.
- The teaching staff's enthusiasm and commitment to their new departmental home is impressive.
- The staff have made a huge amount of progress in the relatively short period since they were hired, not only in writing course documentation, but also in planning research.
- The staff are very collaborative, not only in their endeavor to set up the new department and develop the new programmes, but also in planned funding applications. Although this is a new team, it already seems to be very cohesive.
- The staff also seem to collaborate well with administrative staff.

Areas of improvement and recommendations

- The ambitious plans for student recruitment (admitting 170 students to two programmes, one of which is taught online in two languages, and both of which might require courses to be repeated across semesters, all this taught by 8–10 people) will threaten the highly valued aim to safeguard work-life balance.
- Also, the rapid ramping up of student numbers is incompatible with the clear mission of the department to make a name for itself in research. No member of such a small team will be able to remain research active under such a load.
- In connection with this it is imperative that teaching load is modelled more accurately, and not just in terms of contact hours. It takes around 10 hours to prepare a new hour-long lecture; it takes around 2 to revise it for delivery in subsequent years. It takes around an hour to mark 3,000 words of student coursework. Without factoring these numbers in, there is no way to realistically honour the contracts academic staff have signed, which specify the percentage of their time that will be devoted to teaching.
- There is no clear plan for how teaching staff recruitment will proceed. Reference is made to filling the needs of teaching with part-time teaching staff.
- There is a need for diversity in teaching staff specialties so that current members of the department are not forced to teach courses outside of their research and clinical interests and expertise.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research
(ESG 1.1, 1.3, 1.5, 1.6)

<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	
6. Research	**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	5
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.	5
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.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	N/A
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

Findings

The department has a clear research policy, and a close understanding of its responsibilities with respect to research funding. Impressively, these responsibilities are also built in to its BSc programme in an extensive Ethics module. There has been investment in research equipment, including VR and eyetracking. Staff are research active (current staff, mostly junior, have published 89 peer-reviewed papers in total). Research skills are embedded in the proposed degree programmes.

Given the early stage of departmental set-up, no funding that the EEC are aware of has been obtained, but several grant applications (some very innovative) are in development. In the meantime, staff are well supported with internal funds, including an individual annual research budget.

Strengths

- There is a clear will to research in the department and staff are proactively seeking funding.
- Several members of teaching staff will be able to exploit existing collaborations. Also, there is active development of new collaborations (both within the team and with external stakeholders).
- Student involvement in research activities is encouraged.
- The BSc programme has a compulsory thesis of substantial volume (30 ECTS).
- It appears that there has already been an investment in research equipment.

Areas of improvement and recommendations

- Teaching loads (not counting the additional load associated with course development) are extremely high (and almost impossible to manage on projected student numbers). This carries a real risk of impeding research, with the potential result that staff will either leave or become research inactive.
- Although there has already been aninvestment in equipment, some key equipment related to staff research has not yet been procured. The most notable example of this is EEG, to align with the neuroscience orientation of key staff.
- The department will also need to budget for ongoing technical support (e.g., for eyetracking, EEG), at least until costs can be reclaimed from grants.

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources *(ESG 1.6)*

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

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

Quality indicators/criteria		
7. Resources		**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
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.	5
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.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. **see report**		

Findings

Budget management at the department level is overseen by the Department Council and the Chairperson, with support from the Finance Director. The budget primarily relies on enrolment numbers. Market analysis for the two new programmes confirms the expected student numbers needed to achieve the department's goals.

Strengths

- There is a mechanism to guarantee the evolution and execution of the budget through constant coordination with the Finance Director, the Executive Director, and the School Dean.

Areas of improvement and recommendations

- The EEC strongly recommends amending the budget to incorporate research infrastructure, to adequately cover students' and staff's research activities (see also section 6).

Please √ what is appropriate for the following assessment area:

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

ΔΙΠΑΕ ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYQAA CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

D. Conclusions and final remarks

This is a newly-formed department in the middle of its set-up phase, with a plan to offer degrees from Autumn 2024. For that reason, some of the systems and policies the EEC reviewed are necessarily promisory notes; however they are promises backed up by the firm foundation of UoL (and its 30-year history as CIIM) and we saw little reason to doubt that systems would work as described.

The key strength of the department lies in its staff. UoL has been successful in recruiting a young (average 6 years post-PhD) and talented cohort of academic staff; we were impressed by their enthusiasm, by their commitment to their new departmental home, and by the amount of progress they had made, not only in writing course documentation, but in planning (collaborative) research, since their respective appointments. The administrative staff who we met (mainly operating at a University level) were equally enthusiastic about UoL and the department. Taken together, the employees are a very good advertisement for the institution.

However hiring talent brings a duty of care, and here the EEC were slightly more concerned. In particular it seemed that the ambitious plans for teaching (see section 5) are incompatible with the clear mission of the department to make a name for itself in research as well as to safeguard work-life balance. No member of such a small team will be able to remain research active under such a load. Indeed, the load is abnormally high even for staff without research built into their contracts.

There are two possible solutions to this: One is to radically reshape the roll-out plans for the degrees the department intends to offer, starting small. The other is to urgently hire more staff. We would counsel the former (departments which start small and grow organically tend to be more successful); we realise that each option has financial consequences (delayed return, or increased investment), but the alternative is to have a department which quickly collapses under the weight of what it has undertaken. In connection with this it is imperative that teaching load is modelled more accurately, and not just in terms of contact hours. There is no other way to realistically honour the contracts academic staff have signed, which specify the percentage of their time that will be devoted to teaching.

We have also commented above on the need to take research infrastructure (EEG, technical support) seriously, if the mission of the department is to be met.

The considerations above are all taken from the perspective of the long-term health of the department. An excellent start has been made, both in planning and, most importantly, in recruitment. The sign of future success will be in retaining the talented staff who have been recruited. As long as they are given the time to pursue their research as well as their teaching, we expect to be hearing about the strength of UoL psychology in the years to come.

We would like to thank the members of the department and of UoL for the cordial and receptive way in which they received us. We wish them every success with the launch of the new department and the new programs and look forward to hearing about progress in the future.

E.   Signatures of the EEC

Name	Signature
Patricia BIJTTEBIER	*patricia bijttebier*
Martin CORLEY	
Teresa GUASCH PASCUAL	
Chara DEMETRIOU	
Elisavet PANAGIOTOU	*elisavet panagiotou*

Date: 11/5/2024