Doc. 300.3.1/1

Date: 06/03/2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

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

- **Town: Nicosia**

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

- **Department: Psychology**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – BA
In Greek:
Programme Name
In English:
 Bachelor of Arts in Psychology (4 years, 240 ECTS, 1st Cycle)
Language(s) of instruction: Greek

Programme 2 – MA
In Greek:
Programme Name
In English:
 Master of Arts in Social and Developmental Psychology (2 years, 120 ECTS, 2nd Cycle
Language(s) of instruction: Greek

Programme 3 – PhD
In Greek:
Programme Name
In English:
 PhD in Psychology (min 3/max 8 years, min 255 ECTS, 3rd Cycle
Language(s) of instruction: Greek

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A. Introduction

This part includes basic information regarding the onsite visit.

VISIT SCHEDULE

2 March 2020	Arrival in Nicosia
3 March 2020	8:30: Orientation and briefing of the EEC 9:30 - 18:00: Site meeting at UCY
4 March 2020	9:30 - 15:00: Site meeting at UCY
5-6 March 2020	Report Writing - Finalization, signing and submission of the Draft Reports to the Agency
7 March 2020	Departure of EEC members from Nicosia

DAY 1

8:30   Briefing of EEC by the CYQAA officer

Morning Session

9:30 – 10:00

- Meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. Short presentation of the Institution.

10:00 – 11:30

- Meeting with the Academic Members of the Department and Department's Presentation

11:30 – 11:40

  Coffee break

11:40 – 13:00 Evaluation of the Undergraduate Programme Bachelor of Arts in Psychology

- A meeting with the Head of the relevant department and the programme/s Coordinator/s. Short presentations of the Program:
  - o The programme's feasibility study
  - o The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)

- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of course

13:00 – 14:00

- Working lunch of the EEC, with the CYQAA Officer only

14:00 – 14:30

Tour of the EEC to the Library Premises

Afternoon Session

A. EEC Meetings with the:

14:30 – 15:00

- Members of the administrative staff.

15:00 – 15:45

- Students and alumni (for departmental and for undergraduate programme of study)

15:45 – 16:45

- Members of the academic staff

16:45 – 17:00

- Coffee break

B. On site visit

17:00 – 18:00

On site visit to the premises of the Department

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DAY 2

09:30 – 10:45 Evaluation of the programme of study Magister Artium in Social and Developmental Psychology

- A meeting with the Head of the relevant department and the programme/s Coordinator/s. Short presentations of the programme:
  o The programme's feasibility study
  o The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of each course

10:45 – 11:00
- Coffee break

11:00 - 12:20 Evaluation of the programme of study Doctor of Philosophy in Psychology

- A meeting with the Head of the relevant department and the programme/s Coordinator/s. Short presentations of the programme:
  o The programme's feasibility study
  o The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of each course

12:20 – 13:00

- EEC meeting only with students or/and their representatives

13:00 – 14:00

- Working lunch of the EEC, with the CYQAA Officer only

14:00 – 15:00

- A meeting only with members of the academic staff.

The committee studied the documents "Application for departmental evaluation – doc 200.3" as well as "Application for evaluation – accreditation – program of study – doc 200.1" for each of the programs under review.

In addition, the committee studied the document "Orientation and briefing of the external evaluation committee (EEC).

During the site visit the committee received documents with the following content:
- Presentation – University of Cyprus
- Presentation – Department of Psychology
- Presentation – Bachelor of Psychology
- Presentation - Master of Social and Developmental Psychology
- Presentation – PhD in Psychology

During the site visit the committee were also shown samples of students' articles, projects and presentations, together with staff publications and midterm and final examinations.

B. External Evaluation Committee (EEC)

Name	Position	University
Martin Corley	academic member + chair	University of Edinburgh
Patricia Bijttebier	academic member	KU Leuven
Chloe Yiannakou Constantinides	psychologist	Council of Registration of Psychologists
Andri Stratoura	student	Open University Cyprus
Name	Position	University
Name	Position	University

C.   Guidelines on content and structure of the report

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

- *At the beginning of each assessment area there is a box presenting:*
  (a) standards which are relevant to the European Standards and Guidelines (ESG)
  (b) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *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 HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI'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 Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. Study programme and study programme's design and development *(ESG 1.1, 1.2, 1.8, 1.9)*

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
  - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
  - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
  - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of practical training in the study programme (where appropriate)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
  - *Is information related to the programme of study publicly available?*

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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		
1.	**Study programme and study programme's design and development**		*BA*	*MA*	*PhD*
1.1	Academic oversight of the programme design is ensured.		5	5	5
1.2	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				
	1.2.1	The programme webpage information and material	3	3	3
	1.2.2	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	4	4	4
	1.2.3	The procedures for the conduct and the format of the examinations and for student assessment	4	4	4
	1.2.4	Students' participation procedures for the improvement of the programme and of the educational process	3	3	3
1.3	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).		4	4	4
1.4	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).		4	2	5
1.5	Samples of assignments and exams ensure the ability of the learner to apply knowledge and skills autonomously and with responsibility, according to the European Qualifications Framework (EQF).		4	4	4
1.6	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		3	3	4

1.7	Students' command of the language of instruction is appropriate.	3	4	4
1.8	The learning outcomes and the content of the courses are consistent.	3	3	3
1.9	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	3	4	3
1.10	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	N/A	4	5

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

The web pages contain some but not all relevant information, e.g., details of assessments and learning outcomes are not included for any course. There is no year-by-year explication of the various degree structures.

The knowledge and skills gained in all of the programs seem to be of the appropriate level to which the program of study corresponds, according to the EQF. As far as the committee could evaluate based on the samples provided, assignments and exams are of appropriate level.

Based on the course descriptions provided, it is unclear whether the content of the courses reflect the latest achievements and developments (e.g., suggested reading list often show dated literature, although we acknowledge that finding up to date translated readings might be an issue). In spite of this strong research orientation in the programs at all levels, it is surprising that students can obtain a master's degree without having written a thesis. The committee is of the view that having a thesis as compulsory part of the master's program is indispensable to meet international standards. Current (and former) students informed us that they all intend to undertake (or undertook) a master's thesis, so there are indications of the high value and level of interest in this element of the program. We recommend that the program team reviews this as a matter of urgency. We note that there is also an opportunity to consider in the future whether the bachelor's thesis should become compulsory.

Insofar as the language of instruction is Greek, the students' command of the language of instruction is appropriate. Understanding/reading and speaking/writing English, however, appears to be a challenge for some students, most clearly at bachelor's level but to a lesser extent also at master's (and PhD) level.

Course materials do not consistently document learning outcomes, which makes it difficult to evaluate the extent to which learning outcomes are consistent with the content of the courses. The ECTS is applied. Courses are weighted differently according to the expected work load (5 ECTS, 6 ECTS, 7.5 ECTS) but neither the course documents nor the conversations with staff made clear which factors determined allocation of ECTS.

Provide information on:

1. **Employability records**

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For Master's and PhD programs, almost 100% of graduates are currently employed. For the Bachelor's program, about 50% is employed related to the field; the remaining 50% attend employment or attend graduate schools.

2.   Pass rate per course/semester

For the Bachelor's program, about 90% pass on the average, the pass grade being 6/10 and the modal grade being 7 to 7.5/10. For the Master's and PhD programs, with continuous assessment as the most common form of assessment, about 95% pass.

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

Strengths across programs
appropriate course content, sample student assignments of high quality

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

Areas of improvement and recommendations across programs
course documentation incomplete and inconsistent

Please tick one of the following for each programme:

Study programme and study programme's design and development

	Non-Compliant	Partially Compliant	Compliant
BA	☐	☐	☒
MA	☐	☒	☐
PhD	☐	☐	☒

2. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

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- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- *Are students actively involved in research? How is student involvement in research set up?*
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

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		
2.	**Teaching, learning and student assessment**	*BA*	*MA*	*PhD*
2.1	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	3	3	3
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	4	4	4
2.3	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	4	4	4
2.4	Constructive formative assessment for learning and feedback are regularly provided to the students.	3	3	4
2.5	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	4	4	4

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2.6	Educational activities which encourage students' active participation in the learning process are implemented.	4	4	4
2.7	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	4	4	4
2.8	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's courses and are updated regularly.	4	4	4
2.9	It is ensured that teaching and learning are continuously enriched by research.	4	4	4
2.10	The programme promotes students' research skills and inquiry learning.	4	4	4
2.11	Students are adequately trained in the research process.	4	3	4

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

Compared to the current international standards and/or practices, the actual/expected number of students in each class is low. In the bachelor's program, the larger group is split into subgroups (e.g., n=160 is split up in two groups of n=80) although even without splitting the size of the group would still be in line with international standards and/or practices.

Given that learning outcomes are not described in much detail, it is difficult to evaluate to which extent the teaching/learning process and the methodologies used in the coursed are adequate and effective for achieving these outcomes.

Teaching staff and students seem to have different opinions concerning formative assessment. Although students claim that written feedback is often lacking, staff presented anecdotal evidence that students don't always take advantage of available feedback.

There is no evidence that grades are determined by more than one person, e.g., there is no formal moderation system in place.

The department highly values teaching in small groups and interactive discussions with students, which is likely to encourage active participation of students in the learning process.

Students routinely participate in research activities at all levels of their curriculum and learn important research skills there. However, the department faces considerable challenges because its laboratories are at a considerable distance from the staff offices. This limits the opportunities for spontaneous interaction between students and their teachers/supervisors.

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

Strengths across programs
value of small group teaching, access to research experience

Areas of improvement and recommendations

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

Areas of improvement and recommendations across programs

attention needed to assessment processes and quality assurance across courses (although final PhD examination clearly meets international standards)

Please tick one of the following for each programme:

Teaching, learning and student assessment

	Non-Compliant	**Partially Compliant**	**Compliant**
BA	☐	☐	☒
MA	☐	☐	☒
PhD	☐	☐	☒

3. Teaching Staff

(ESG 1.5)

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Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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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*

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Quality indicators/criteria			1 - 5		
3.	**Teaching Staff**		BA	MA	PhD
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.		4	4	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:				
	3.2.1	Subject specialisation	5	5	5
	3.2.2	Research and Publications within the discipline	5	5	5
	3.2.3	Experience / training in teaching in higher education	4	4	4
3.3	The programme attracts visiting professors of recognized academic standing.		4	4	4
3.4	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.		3	3	5
3.5	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.		4	4	4
3.6	The teaching load allows for the conduct of research and contribution to society.		4	4	4
3.7	The programme's coordinator has the qualifications and experience to coordinate the programme of study.		4	4	4
3.8	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.		4	4	4

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

Considered at the level of programs and student numbers, the available full-time teaching staff appears to be sufficient, although slightly on the low side by international standards. However, as a consequence of the large number of optional courses and the belief that small student numbers are preferable, staff appears to be overstretched and there is a heavy reliance on special scientists to ensure that the courses run.

Provide information on the following:

In every programme of study, the special teaching staff should not exceed 30% of the permanent teaching staff.

According to information provided by the head of the department, the % of special teaching staff never exceeds 30% of the permanent teaching staff.

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

Strengths across programs
highly qualified and dedicated staff

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

Areas of improvement and recommendations across programs
high number of courses increases proportion of leased staff

Please tick one of the following for each programme:

Teaching Staff

	Non-Compliant	Partially Compliant	Compliant
BA	☐	☐	☒
MA	☐	☐	☒
PhD	☐	☐	☒

4.   Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*

- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

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		
4.	**Students**	BA	MA	PhD
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	5	5	5
4.2	The programme's evaluation mechanism, by the students, is effective.	3	3	3
4.3	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	4	4	4
4.4	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	4	4	4
4.5	Students are satisfied with their learning experiences.	4	4	5
4.6	Students' command of the language of instruction is appropriate.	4	4	4

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

In terms of the level of the students aimed at, the admission criteria for all programs compare favorably to international practices. For the master's program, the fact that the admission criteria do not require specific undergraduate training can cause problems of student heterogeneity, which are acknowledged but not fully addressed. Channels of student feedback are well articulated but the way in which feedback informs teaching decisions is less clear.

Students' participation rates in exchange programs are adequate and the number of outgoing students equals that of incoming students. Due to the predominant use of Greek as language of instruction at all levels, however, incoming student mobility is largely limited to exchanges with universities in Greek-speaking countries.

Insofar as the language of instruction is Greek, the students' command of the language of instruction is appropriate. Understanding/reading and speaking/writing English, however, appears to be a challenge for some students, most clearly at bachelor's level but to a lesser extent also at master's (and PhD) level. There is an opportunity to consider whether English should be preselected for the 10 ECTS of foreign language instruction in the bachelor's program.

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

Strengths across programs
engagement with exchange programs, internationally comparable admissions criteria

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

Areas of improvement and recommendations across programs
no explicit route from student feedback to course improvement, bachelor's students could be required to study English

Please circle one of the following for each programme:
Students

	Non-Compliant	Partially Compliant	Compliant
BA	☐	☐	☒
MA	☐	☐	☒
PhD	☐	☐	☒

ENQA
EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION

ΔΙΠΑΕ CYQAA

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

5. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
- ** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
- *Human support resources: tutors/mentors, counsellors, other advisers, qualified*
- *administrative staff*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

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**		
5.	**Resources**	*BA*	*MA*	*PhD*
5.1	Adequate and modern learning resources are available to the students.	4	4	4
5.2	The library includes the latest books and material that support the programme.	5	5	5
5.3	The library loan system facilitates students' studies.	5	5	5
5.4	The laboratories adequately support the programme.	5	5	5
5.5	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4	4	4
5.6	Suitable books and reputable journals support the programme of study.	5	5	5
5.7	An internal communication platform supports the programme of study.	4	4	4
5.8	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	5	5	5

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

Students have access to an up to date library, with more than 20000 psychology sources (including electronic and printed publications), most important psychology data bases and important psychology journals. State of the art labs and laboratory equipment adequately support both the research programs and the study programs of the faculty.

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

Strengths across programs
impressive modern library, up to date research facilities

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

Areas of improvement and recommendations across programs
NA

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Please circle one of the following for each programme:

Resources

	Non-Compliant	Partially Compliant	Compliant
BA	☐	☐	☒
MA	☐	☐	☒
PhD	☐	☐	☒

6. Additional for doctoral programmes

(ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
    - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
    - *the chapters that are contained*
    - *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - *the minimum word limit*
    - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*
    - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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
6.1	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	3
6.2	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	5
6.3	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	5
6.4	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	5
6.5	The quality of the doctoral theses of the programme in this field is in line with international standards.	4
6.6	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	5
6.7	The candidates demonstrate skills in designing and in conducting productive self-directed research.	4
6.8	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	4
6.9	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	5

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

The content of the doctoral programme looks very good, but the structure seems to slow down potential progress of the doctoral work (especially the fact that most of the work performed before the comprehensive evaluation is conceived as apart from, instead of in the service of, the final thesis). There is an opportunity to rethink the comprehensive evaluation such that it is not just a rehash of previous successful examinations (e.g., one possible aim could be to have the student write a review paper in the domain of the future doctoral work). Also, the statutory delay between the comprehensive exam and the presentation of the research proposal could be minimized. Being internationally recognized researchers, academic advisors and supervisors of the doctoral students no doubt have the academic qualifications and experience for the supervision of dissertations. The application procedure (annually specifying openings in particular research

domains depending on the available expertise and room in a specific supervisor's lab) guarantee the expertise needed for specific dissertations.

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

expertise of researchers, fit to students

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

formal time schedule risks significantly slowing down PhD process

Please tick one of the following for:

Additional for doctoral programmes

	Non-Compliant	*Partially Compliant*	*Compliant*
PhD	☐	☐	☒

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 programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

There is great deal of strength across the department's programs. Our comments and suggestions should be taken in the spirit of opportunities for further enhancement. In general, these opportunities fall into three categories. First, attention is needed to the formalization and documentation of processes. Second, there are opportunities for rationalization of the current degree programs in terms of the variety of options offered and (specifically in the case of the PhD program) milestones which may in fact hinder student progress. Third, some specific changes are needed: For example, the research thesis should become compulsory in the master's program. Taken together, what is needed is high-level strategic and operational oversight of the programs audited. These seem to outsiders to have grown very successfully, but organically and without much planning, since the foundation of the department. A more top-down approach will allow consolidation and growth in line with the department's stated objectives of excellence and internationalization.

E. Signatures of the EEC

Name	Signature
MARTIN CORLEY	
PATRICIA BIJTTEBIER	
CHLOE YIANNAKOU CONSTANTINIDES	
ANDRI STRATOURA	
Click to enter Name	

Date: 06/03/2020