



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



3/27/2019

Doc. 300.1.1

[Church of Cyprus Theology School]

[Master in Applied Psychology in the
Community]

External evaluation report

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

The EEC studied submitted and other related materials pertaining to the proposed programme and conducted a full day onsite visit.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Carl Martin Allwood	Professor	University of Gothenburg
Montserrat Castello	Professor	Universitat Ramon Llull
Ladislav Timulak	Associate Professor	Trinity College Dublin
Savvina Chrysostomou	student	University of Cyprus

C. Guidelines on content and structure of the report

The assessment of study programs follows the structure of assessment areas. At the beginning of each assessment area there is a box presenting standards which are relevant to the European Standards and Guidelines (ESG) and 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. The questions should be deleted when drafting the report, so that each assessment area consists of the standards and the description of the way in which the standards are met.

Under each assessment area, it is important to provide information regarding the compliance with the requirements. For each assessment area, the report should include:

Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

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 program 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.

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

1. Study program and study program's design and development (ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the program 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 program of study:*
 - *is designed with overall program 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 to 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 program 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, the student expectations, needs and satisfaction in relation to the program*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the program 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*

Findings

The Theological School of the Church of Cyprus is a small size institution that has progressed significantly over the last few years. The School carefully designed the proposed programme. The School's presentation during the onsite visit showed a great aspirations and high level of enthusiasm. The School made a good case for the purpose of the proposed programme and the EEC could see the potential value of it. However, there is a number of issues that the EEC believes should be dealt with before the programme would start. The EEC's main concern is with the focus of the programme and its ultimate learning outcomes. Given that psychology is a regulated profession any programme on Applied Psychology should be conceived in reference to the relevant regulations and in consultation with the relevant professional bodies. There seemed to be no evidence of such consultations and agreements. Another issue is that there is a clear distinction between concepts taught in theology and in psychology and it would be good if the programme included sections where those potential differences are addressed and reflected on. In addition, the EEC noticed discrepancies between the objectives of the programme and specific content areas covered by individual courses (these are elaborated in the recommendations below).

Strengths

The EEC wishes to commend the school's approach to student welfare. The EEC saw a clear enthusiasm and dedication among the staff members. The EEC appreciates intention to raise the level of education of church members and their competency in dealing with issues of various kinds affecting the community. The School's presentation during the onsite visit showed a great aspirations and high level of engagement in social challenges.

Areas of improvement and recommendations

The EEC has following recommendations:

- to change the current name of the programme to Pastoral and Social Ministry or similar name and in line with this realign the focus of the programme away from the profession of psychology to a more clear focus on pastoral care (well-fare).
- To consult with relevant professional bodies such as Cyprus Professional and Scientific Psychological Association and similar bodies
- To elaborate the programme content in the areas such as the expression of sexuality in the youth and adults including forms of sexuality and those covered by LGBTQ; social media and their impact on the well-being of the population, the knowledge of Cypriot

psychological, social welfare and mental health and general health services in order to equip graduates with the relevant knowledge allowing them to make appropriate referrals in their work practice.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Quality assurance policy defines competences and procedures for the people involved.	8
1.2	Participation in quality assurance processes is ensured for:	
	1.2.1 the members of the teaching staff	9
	1.2.2 the members of the administrative staff	8
	1.2.3 the students	8
1.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.	8
1.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	6
1.5	The organization of the educational process safeguards the quality implementation of the program's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
	1.5.1 The implementation of a specific academic calendar and its timely publication	10
	1.5.2 The disclosure of the program's curricula to the students, and their implementation by the teaching staff	10
	1.5.3 The course web-pages, updated with the relevant supplementary material	N/A
	1.5.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	9

1.5.5	The procedures for the conduct and the format of the examinations and for student assessment	7
1.5.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process	8
1.6	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	8
1.7	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	8
1.8	The following ensure the achievement of the program's purpose, objectives and the learning outcomes:	
1.8.1	The number of courses	8
1.8.2	The program's content	5
1.8.3	The methods of assessment	5
1.8.4	The teaching material	5
1.8.5	The equipment	10
1.9	The expected learning outcomes of the program are known to the students and to the members of the teaching staff.	8
1.10	The learning process is properly designed to achieve the expected learning outcomes.	5
1.11	It is ensured that learning outcomes may be achieved within the specified timeframe.	5
1.12	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses according to the European practice.	5
1.13	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.	5
1.14	New research results are embodied in the content of the program of study.	5
1.15	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.16	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	7

1.17	The learning outcomes and the content of the program are consistent.	7
1.18	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.	N/A
1.19	The higher education qualification awarded to the students, corresponds to the purpose, objectives and the learning outcomes of the program.	4
1.20	The higher education qualification and the program of study, conform to the provisions of their corresponding professional and vocational bodies for the purpose of registration to these bodies.	1
1.21	Program's management with regard to its design, its approval, its monitoring and its review, is in place.	8
1.22	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.	8
1.23	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	7
1.24	Procedures are applied so that the program conforms to the scientific and professional activities of the graduates.	1
1.25	Indicators for the employability of graduates and the employability record of the department's graduates are described in the feasibility study.	8
1.26	The graduation rate for the program of study is analogous to other programs with similar content.	N/A
1.27	The program of study benefits the society.	5
1.28	Information relating to the program of study are posted publicly and include:	N/A
1.28.1	The provisions regarding unit credits	
1.28.2	The expected learning outcomes	
1.28.3	The methodology	
1.28.4	Course descriptions	
1.28.5	The program's structure	
1.28.6	The admission requirements	
1.28.7	The format and the procedures for student assessment	

1.28.8 The pass rates

1.4. The EEC has not seen any formal document regarding quality assurance process that guarantees this process is not restricted by non-academic factors such as proximity, nature of relationships, etc.

1.8 (see 1.13 and 1.20)

1.10 & 1.11 (see 1.13 and 1.20)

1.12. It is not clear whether the specific discipline intended in the programme is psychology or something related, such as social work or pastoral care. Besides, the EEC is not clear about what is meant by 'general education courses' that should be included in our considerations of the proposal. There are some theology courses in the programme but the EEC do not consider these as general education courses on their own.

1.13. The EEC considers the learning outcomes are fairly consistent with the contents, but has concerns regarding the scope of the learning outcomes and how students can reach them without appropriate necessary pre-requisites. Another concern has to do with the overlap of the learning outcomes with the regulated professional psychology.

1.14 (see comment in 1.13).

1.18. ECTS is applied but the EEC, apart from the school's self-evaluation, do not have enough information to assess the equivalence with other similar European Masters.

1.19. The EEC has concerns about including a theology course in a program on Applied psychology. There is a clear distinction between the two disciplines. In addition, the EEC considers it inappropriate to award a master on Applied psychology without a previous degree in psychology (see 1.20).

1.20. Since psychology is a regulated profession, the EEC do not consider that the students from the proposed program can hold a master degree in applied psychology. The EEC is aware that the School of theology claims that there are no corresponding Vocational and Scientific bodies but the EEC disagrees with this claim. The EEC considers that there is a clear overlap between the overall program and the regulated profession of psychology. Therefore, the program should be conceived in consultation with relevant professional bodies in psychology. This is a significant concern that raises issue of public protection and misunderstanding/misrepresentation of the degree.

1.21. At this point, before the program starts, the management procedures seem to be in place. See 1.4

1.24. See 1.20

1.25. Indicators for the employability of graduates were presented as hypothetical.

1.27. Although potentially the benefit of the programme is clear, there is also a risk that the program's overlap with professional psychology will cause misunderstanding and/or misrepresentation of the qualification.

1.28. Information is published on the Moodle but should also be published on the public website. The EEC understands that this cannot be done until the program is approved.

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.*
-

Findings

The school has provided detailed information about the teaching, learning and the students' assessments. In general, the program has appropriate standards for the Masters level although the EEC has some specific remarks on this in the section "Areas of improvement and recommendations below.

Strengths

The school has planned a good ratio of the student per class in relation the number of allocated teaching hours. The school has available appropriate modern technology for educational purposes.

Areas of improvement and recommendations

The EEC suggests revising the courses with respect to the times and what can be achievable within them. This is specified in the detailed comments below.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The number of students in each class allows for constructive teaching and communication.	10
2.2	The number of students in each class compares positively to the current international standards and/or practices.	10
2.3	A policy for regular and effective communication, between the teaching staff and the students, is applied.	8
2.4	The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	6
2.5	Formative assessment and feedback are provided to the students regularly.	8
2.6	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	N/A
2.7	Educational activities which encourage students' active participation in the learning process, are implemented.	N/A
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	N/A
2.10	It is ensured that teaching and learning have been enlightened by research.	7
2.11	Students, teaching and administrative staff participate in research activities and projects.	N/A
2.12	Students are trained in the research process.	6

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

2.4. There are differences among modules in terms of the quality of teaching methodology they apply. For instance, in the case of statistics, the scope of contents is not consistent with timeframe of the course. Similarly, given the lack of clarity in the level of expertise the students are expected to achieve in the subjects related to counseling it is not clear the goals could be achieved by the proposed methodology.

2.6. The assessment criteria are not fully described in all the courses and the EEC has concerns regarding to what extent the assessment system is adequate to reach the intended objectives.

2.7. The study program has not started yet.

2.9. The programme has appropriate plans but they are not implemented yet, for example, in the case of journals' databases.

2.11. The program has plans in this respect but the EEC cannot evaluate this issue since the program has not started yet. The plans do not include the administrative staff.

2.12. The students are trained in research methods and statistics but it remains unclear how they will be trained in the research process except for the production of their own dissertation.

3. Teaching Staff (ESG 1.5)

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 program, 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 participate in teaching the study program.*
- *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.*

Findings

The EEC finds that the programme's teaching staff is appropriate, taken into account the small size of the school and the expected number of students in the programme. Our main concern is that the number of professor emeritus, together with the number of part-time

teachers in the program raises the question of future replacement of these teachers in the future.

Strengths

The qualifications of the teaching staff is balanced in relation the demands of the programme. Furthermore, the programme's coordinator is well equipped for the task.

Areas of improvement and recommendations

The EEC recommends that the programme installs a careful succession planning to ensure that there is no lack of teaching staff at some point time. We also encourage the improvement of the research activity of the teaching staff.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.	7
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:	9
	3.2.1 Subject specialization, preferably with a doctorate, in the discipline	9
	3.2.2 Publications within the discipline	8
3.3	The program attracts visiting professors of recognized academic standing.	8
3.4	The specializations of visiting professors adequately support the program of study.	8
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	9
3.6	In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff.	10

3.7	In the program 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 program of study.	8
3.8	The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality.	10
3.9	The teaching load allows the conduct of research and contribution to society.	9
3.10	Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span.	6
3.11	The program's coordinator has the qualifications and experience to coordinate the program of study.	10
3.12	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.13	The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies.	7
3.14	Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory.	8

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

3.10 The staff includes professors emeritus and the number of external staff could raise some concerns.

3.12 There is a variability in the research output among the staff. Although most of them had a satisfactory record, a few had a low level of research output.

3.13 There is evidence of training in new technologies but no clear evidence on the other types of training.

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 programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *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.*

Findings

To some extent, due to the small size of the school the students appear to be well supported and taken care of. The EEC finds that admission procedures are not sufficient clearly formulated, as further elaborated in the specific comments below.

Strengths

The impression of the EEC is that students are well supported and taken care of. The EEC appreciates the fact that the school has employed a welfare officer.

Areas of improvement and recommendations

The EEC recommends that the admission requirements are improved with respect to their clarity and in line with the recommended focus of the programme. In addition, the EEC recommends that the needs of the specific categories of special needs students mentioned below are better seen to.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

4.1	The student admission requirements of the program of study, are based on specific regulations and suitable criteria.	5
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards.	n/a
4.3	The program' s evaluation mechanism, by the students, is effective.	8
4.4	Students participation in exchange programs is compared favorably to similar programs across Europe.	n/a
4.5	There is a student welfare service that supports students with regards to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Control mechanisms for student performance are effective.	8
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	7

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

4.1 This relates to the issue of the overall focus of the programme and the suitable pre-requisites, e.g., the issue of psychology as a regulated profession. Furthermore, the admission requirements are not explicitly formulated which is important when assessing specific applicants.

4.7 There is evidence of that the program considers the needs of students with certain special needs (e.g., elevator, student welfare officer), but this could be further improved in relation to, for instance, accommodation of blind and deaf students.

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 program.*

** Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*

Human support resources: tutors/mentors, counselors, 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 program of study.*
-

Findings

The EEC considers that the overall infrastructure and resources are adequate and readily accessible. However, the EEC notes that the future library is not yet operational.

Strengths

The EEC considers that the overall infrastructure and resources are of a high standard. The EEC also notes that the esthetic quality of buildings and premises is at the highest level.

Areas of improvement and recommendations

The EEC recommends that the development of the future library followed through fully.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria			1 - 10
5.1	Adequate and modern learning resources, are available to the students, including the following:		
	5.1.1	facilities	10
	5.1.2	library	7
	5.1.3	infrastructure	10
	5.1.4	student welfare	10
	5.1.5	academic mentoring	10
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.		9
5.3	Suitable books and reputable journals support the program of study.		n/a

5.4	An internal communication platform supports the program of study.	10
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.	10
5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	n/a
5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	n/a

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

5.1.2 (see also 5.3, 5.6, 5.7) There are plans to build up a modern library relevant to the subject (e.g., to have subscription to relevant journals). As this library is not operational yet, the EEC cannot evaluate these aspects.

D. Conclusions and final remarks

The Theological School of the Church of Cyprus is a recently developed scholarly institution, small in size, but with high ambitions. The EEC wishes to commend the school's approach to student welfare and the existing infrastructure. The School made a good case for the need of a programme of the envisioned type. Given that psychology is a regulated profession, the EEC's main concern is that any programme on Applied Psychology should be conceived in reference to the relevant regulations and in consultation with the relevant professional bodies. Therefore, the EEC strongly recommend to change the current name of the programme to Pastoral and Social Ministry (or a similar title) and in line with this to realign the focus of the programme to a more clear focus on pastoral care (well-fare). Furthermore, the EEC noticed discrepancies between the objectives of the programme and specific content areas covered by individual courses (these are commented on elsewhere in this report).

The EEC strongly recommends that the programme's title, overall focus and corresponding contents are adjusted in line with the specific observations presented in this report. Furthermore, the EEC concludes that this should be accomplished before the start of the programme.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Carl Martin Allwood	
Montserrat Castello	
Ladislav Timulak	
Savvina Chrysostomou	

Date: 27.3.2019