

Doc. 300.3.1

Date: 11/4/2022

External Evaluation Report (Departmental)

- **Higher Education Institution:**
Neapolis University Pafos
- **Town:** Pafos
- **School/Faculty:** School of Health Sciences
- **Department:** Psychology
- **Department's Status:** New

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

Programme 1

In Greek:

Πτυχίο (BSc) στην Ψυχολογία

In English:

BSc Psychology

Programme 2

In Greek:

Μεταπτυχιακό στη Συμβουλευτική Ψυχολογία

In English:

MSc Counselling Psychology

Programme 3

In Greek:

Μάστερ στην Εκπαιδευτική Ψυχολογία (Συμβατικό + Εξ Αποστάσεως)

In English:

MSc Educational Psychology (conventional + distance learning)



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

A. Introduction

This part includes basic information regarding the onsite visit.

The site visit took place on 30/3/2022 and 31/3/2022 and was preceded by a briefing by the CYQAA officer. Due to the COVID-19 pandemic, the visit was run remotely, following this schedule.

Wednesday 30 March 2022

10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

10:10 – 10:50

- A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution
- A meeting with the members of the Internal Evaluation Committee (QA session)

10:50 – 11:30

- A meeting with the Head of the relevant department.

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

- Mission and strategic planning (including SWOT analysis)
- Connecting with society
- *Development processes*

11:40 – 12:50

Programme: Psychology (4 academic years, 240 ECTS, BSc)

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development
- 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)

14:00 - 15:00

Programme: MSc in Counselling Psychology (3 years, 180 ECTS, MSc)

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development

- 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)

15:00 - 16:00

- A meeting with members of the teaching staff on each course for all the years of study (QA session).(for both programs)
 - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
 - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
 - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
 - *Discussion on assessment criteria, samples of final exams or other teaching material and resources.*

16:10 – 16:50

- A meeting with students and graduates for the Bachelor and the Master in counselling psychology only (5 – 15 participants).

16:50 – 17:20

- Discussion on the virtual visit to the premises of the institution (i.e. library, computer labs, research facilities, psychology labs).

17:20 – 17:40

- A meeting of the EEC to discuss the findings of the first day of the visit

Thursday 31 March 2022

10:00 – 11:10

Programmes: 3 and 4

Master in Educational Psychology (1,5 years, 90 ECTS, MSc)
Master in Educational Psychology (1,5 years, 90 ECTS, MSc, E learning)

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development
- 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)

11:10 – 11:40

- A meeting with the coordinator and members responsible for the Distance learning unit (QA session)
 - Distance learning philosophy and methodology
 - Distance learning material at the appropriate level according to EQF
 - Interaction plan and Interactive weekly activities
 - *Study guides*

11:40 – 12:00

- A meeting with members of the administrative staff.

12:00 – 13:00

- A meeting with members of the teaching staff on each course for all the years of study (QA session).
 - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
 - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
 - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
 - Discussion on assessment criteria, samples of final exams or other teaching material and resources.

14:00 – 14:40

- A meeting with students and graduates only (5 – 15 participants).

14:40 – 15:20

- Live Streaming of Course PSYC407 Psychology of Sexuality in the Greek language
- Recorded Streaming of Distance Learning Course PSYC501 in the Greek Language

15:20 – 16:00

- *A meeting with the Head of the relevant department and the programme's Coordinators - exit discussion*

The EEC studied the following materials:

- Document: 200.3 - Application for Departmental Evaluation
- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: Bachelor of Science in Psychology
- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: Master of Science in Counselling Psychology
- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: Master of Science in Educational Psychology
- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: Master of Science in Educational Psychology – Distance Learning
- powerpoint presentations of all sessions
- short movies on the different labs
- student handbooks
- quality management unit handbook
- staff cv's
- study guides
- practicum guide BSc
- several documents related to the Practicum of MSc Counselling Psychology (training manual, placement guide, site proposal form,...)

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Patricia BIJTTEBIER	academic member + chair	KU Leuven
Teresa GUASCH PASCUAL	academic member	Universitat Oberta de Catalunya
Stephanos VASSILOPOULOS	academic member	University of Patras
Chloe YIANNAKOU CONSTANTINIDES	psychologist	Council of Registration of Psychologists
Maria CHRISTOFOROU	student	University of Cyprus
Name	Position	University

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.	4
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.	3
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

[Click to enter text.](#)

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).

[Click to enter text.](#)

Provide suggestions for changes in case of incompatibility.

[Click to enter text.](#)

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	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.	4

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

[Click to enter text.](#)

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.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5

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.	4
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Additionally, write:

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

The documentation details numbers of current students as well as number of graduates for each program. Across programs, n=1874 students are enrolled of whom n=163 in BSc, n=1613 in D-MSc in Educational Psychology, n=62 in MSc in Counselling Psychology, n=32 in MSc in Educational Psychology and n=4 in PhD in Psychology. The large majority of the students come from Cyprus or Greece; small numbers of students come from Albania, Bulgaria, Romania and Serbia. Across programs, the department has n=1077 graduates, of whom n=159 graduated from BSc, n=668 from D-MSc in Educational Psychology, n=16 from MSc in Counselling Psychology, n=233 from MSc in Educational Psychology and n=1 from PhD in Psychology.

Findings

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

The Department has conducted a SWOT analysis and developed a strategic plan that includes goals, objectives, strategies and tactics on the short-term, the mid-term and the long-term. It is built on three axes: excellence in teaching, excellence in research and social action.

Currently, the department offers five programs of study, all of which are taught in Greek: Bachelor of Science in Psychology, Master of Science in Counselling Psychology, Master of Science in Educational Psychology (Conventional Learning), Master of Science in Educational Psychology (Distance Learning) and PhD in Psychology.

As part of the strategic planning, the department envisages expansion of the programs offered to more specific areas in psychology for which there is demand in Cyprus and Greece. More specifically, the department aims at offering the BSc not only in Greek but also in English, and starting three new programs (MSc in Youth Work and Volunteerism, MSc in Sports Psychology and PhD in Counselling Psychology). In order to be able to realize this expansion, at least four new faculty members will be hired, in areas such as clinical/counselling/school psychology, social/political psychology, developmental psychology and health psychology.

Strengths

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

- The department has a clear strategic plan on the short-term, the mid-term and the long-term, to which staff is very committed.
- The department seems to be in continuous contact with society through the dozens of public talks and training it conducts every year (through the academics as well as through SKEPSI).

Areas of improvement and recommendations

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

- Even though the Department has the intention to hire at least four new faculty members, it remains to be seen if the planned expansion of programs would be feasible for current and future staff. Teaching load and administrative load are already very high, leaving very limited time for research. The department may consider using the planned expansion of teaching staff to create more research opportunities rather than to organize additional programs.
- In BSc and MSc Educational Psychology, the dissertation/master's thesis is optional. The EEC advises to consider moving dissertation/thesis to the compulsory part of the program in order to comply with international standards.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5

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

[Click to enter text.](#)

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
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.	4
2.2.12	The Department analyses and publishes graduate employment information.	4

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.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
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.	Choose mark
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
2.2.20	There is a clear policy on authorship and intellectual property.	Choose mark

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

[Click to enter text.](#)

Findings

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

Neapolis University Pafos has implemented an internal system of quality assurance and evaluation, based on the guidelines and the European standards for quality assurance in higher education. In line with the Cyprus Agency of Quality Assurance Guidelines, the university has set committees of internal quality assurance per department. Four different tools are used for quality

management: (a) the PROSE tool is used for program evaluation every 3 to 5 years; (b) student evaluation questionnaires are uploaded in Moodle in order to receive feedback for the course and the stakeholders (academics, administration, infrastructure), (c/d) performance evaluations of teaching staff as well as administrative staff are conducted.

The department implements evaluation procedures at all levels (self-evaluation, internal evaluation, external evaluation) based on the policies and approved procedures and regulations of the university as well as the principles and procedures prescribed by the relevant legislation. The implementation of these procedures is overseen by the department’s Internal Quality Assurance Committee, which operates in conjunction with the University’s Quality Assurance Committee.

Strengths

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

- Neapolis University Pafos has been awarded the Sureplus Quality label level A (December 2020-December 2024), as a recognition of good practice in quality management.
- Student evaluations are conducted every semester for all courses; average evaluation scores are very high (4.5 out of 5).

Areas of improvement and recommendations

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

- While recognising that the course leader determines both the assessment process and examinations, and this is further reviewed by the head of the department, it is recommended to establish a procedure involving a peer ‘external examiner’; this may offer further independence and scrutiny to the process.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
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.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	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.	5

3.11 Internalization of the Department and external collaborations. 4

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

Click to enter text.

Findings

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

Administrative duties (e.g., department chair, program coordinator, program subcoordinator, lab coordinator, practicum coordinator,...) are divided among the ten permanent faculty members. In addition, all permanent faculty members undertake daily administrative and academic duties such as weekly faculty meetings, grade assessment boards, office hours for students, acting as personal academic advisor, etc. Taken together, staff devote 45 to 79% of their time to administrative duties.

Strengths

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

- Click to enter text.

Areas of improvement and recommendations

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

- Administrative workload is very high, leaving only limited time for research activities.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

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

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
4.1.3	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.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click or tap here to enter text.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

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

It appears that the end approach to assessing students' learning and competencies is via exams. Across programs, final grades are largely determined by examinations at the end of the semester (e.g., in BSc 60 to 70%).

Strengths

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

- There are clear mapping tables of how each learning outcome is to be tested and how each course learning outcome relates to overall programs' outcomes.

Areas of improvement and recommendations

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

- In order to promote a more competency-based assessment, the EEC strongly recommends providing an array of different forms of assessment which address and permit students to develop assessment literacy and enhance their overall graduate competencies.
- The EEC recommends that the department develops a clear policy on student assessment, with more emphasis on formative assessments and less value on final exams, of course taking into account Cypriot and Greek regulations (e.g. NARIC)
- There should be a clear departmental policy in the case a student fails its internship (despite best efforts of the supervising team and student) but passes on the theoretical components of the programme. Should he or she be awarded a different degree and of what kind?

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

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

5. Teaching Staff (ESG 1.5)

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

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

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

[Click to enter text.](#)

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

[Click to enter text.](#)

Findings

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

The department's permanent teaching staff consists of 10 faculty members, i.e. one full professor, one associate professor and 8 lecturers. In addition, the programs are supported by four visiting lecturers, an educational technologist and an instructional designer. Less than 20% of the courses in the conventional programs are allocated to visiting professors, and no more than 25% of the courses in the distance learning program are allocated to associate teaching staff. Across programs, students to staff ratio is 14/1. Teaching staff get assigned courses that fall within their narrow or wider field of interest.

Strengths

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

- Teaching staff is highly motivated and shows clear ownership over the programs and the courses.
- The ratio of visiting professors/associate teaching staff to permanent staff is lower than Cypriot standards.
- Most staff members teach in their (broad) domains of expertise.

Areas of improvement and recommendations

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

- The department has a hard time recruiting and maintaining teaching staff. During the last couple of years, vacant positions had to be reposted several times, as a consequence of which the majority of current staff members have a junior profile (8 out of 20 are lecturers).
- Teaching staff indicate that staff salaries are low compared to salaries in public universities and regret the lack of transparency on procedures and policy in this regard.

Please ✓ what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

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

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	4
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	3
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

Findings

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

Neapolis University Pafos has a universitywide research policy in place. It aims at empowering and encouraging the culture of research excellence, focusing on the challenges of the economic and social development of the Mediterranean Region and Europe in general. For the support and the promotion of academic research in all departments of the university, the Neapolis University Research Office has been established.

Since its start, the department has acquired over 3,000,000 euro of external funding, mainly in Erasmus+ and COST programs. Staff published more than 170 articles in Scopus Journals, some of which with high impact factors. The department has established four research labs: the Cognitive Psychology Laboratory (CogSciLab, with eye-tracking, virtual reality and biofeedback equipment), the Eating and Appearance Research Laboratory (E.A.R.L.), the Counselling Center for Research and Psychological Services (SKEPSI) and a computer lab.

Strengths

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

- The department recognizes the fact that currently staff have very limited research opportunities and aims at improving the situation.

Areas of improvement and recommendations

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

- It is unclear to which extent publication records result from research activities at Neapolis University Pafos or from research activities in prior positions with more research time.
- As a consequence of high teaching and administrative load, staff can hardly find time for research activities (according to the documentation, staff has not more than 1 to 5% of their time available for research). The EEC strongly recommends to increase staff's involvement in research activities.

Please ✓ what is appropriate for the following assessment area:

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

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click to enter text.		

Findings

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

The management of the financial resources of the department's programs is carried out by the financial services of the university, after consultation with the department. The documentation provides information on both the department's current budget and the forecast.

Strengths

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

- The department has constantly been not only financially solvent but even profitable, and the forecast assumes this trend will continue for the years ahead.

Areas of improvement and recommendations

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

- The department indicates it stands in need for additional laboratory space to adequately cover students' and staff's research activities.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

Overall, the evaluation process was very well prepared by the department. The documentation provided was clear and up to date and contained most of the required information. During the visit, presentations are clear and concise, leaving enough time for questions and exchange of thoughts. The discussions took place in a constructive atmosphere and staff were very open to suggestions.

We have identified both strengths and areas of improvement. We will not reiterate all our comments but highlight just a few of the most important ones.

First, teaching staff is highly motivated and shows clear ownership over the programs and the courses. However, the team is quite junior and there is a need to recruit additional staff members. Currently, teaching load and administrative load are very high, leaving almost no time for research. The EEC strongly recommends to give priority to the enhance opportunities for research and career development, which will also strengthen the teaching-research nexus. The department may consider using the planned expansion of the team with four new faculty members to create time for research rather than to create and offer new programs.

Second, across the programs and courses, the EEC feels that student assessment too heavily relies on final exams. The EEC recommends the establishment of a proper assessment policy at the departmental level, with more focus on formative assessment and less emphasis on the final exams.

E. Signatures of the EEC

Name	Signature
Patricia BIJTTEBIER	
Teresa GUASCH PASCUAL	
Stephanos VASSILOPOULOS	
Choe YIANNAKOU CONSTANTINIDES	
Maria CHRISTOFOROU	
FullName	

Date: 11/4/2022

