

Doc. 300.3.1

Date: 01/06/2025

External Evaluation Report (Departmental)

- **Higher Education Institution:**
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** School of Education and Social Sciences
- **Department:** Department of Psychology
- **Department's Status:** Currently Operating

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

Programme 1

In Greek:

Πτυχίο στη Ψυχολογία

In English:

Bachelor in Psychology

Programme 2

In Greek:

Διδακτορικό στη Ψυχολογία

In English:

PhD. in Psychology



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 committee visited the University of Cyprus on 29th May 2025. We participated in a series of meetings, with the Rector, the Dean of the School of Social Sciences of Education, the Deputy Head of Department, the BA and PhD course leaders, and teaching staff. Three further meetings allowed us to meet students and graduates of the Department, the administrative staff, and two stakeholders. We were very warmly received, and the discussions were informative and constructive. We would like to record our thanks for a very positive experience, and add particular thanks to the academic and administrative staff who spent considerable effort preparing the documentation, patiently answered all our questions, and ensured that the visit ran smoothly.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Martin CORLEY	Academic member & Chair	University of Edinburgh
Christina ATHANASIADES	Academic member	Aristotle University of Thessaloniki
Patricia BIJTTEBIER	Academic member	KU Leuven
Fontini DEMETRIOU	Professional Body member	Psychologist
Nicoletta MICHAEL	Student member	Cyprus University of Technology

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:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

Sub-areas

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

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

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

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Analytics were not provided to the EEC.

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).

Undergraduate builds foundations for postgraduate study and research. Master's programmes offer professional specialisation, with PhD focusing on advanced research and theory Part of Social Sciences and Education. Collaborates across the university for mandatory courses, joint programmes, and interdisciplinary research, fostering broad connections

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

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.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	5

1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
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

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

Admission criteria are decided by the Ministry of Education. At present, the number of international students is relatively low. – The Department requires space and equipment renewal, which may require additional funding.

Additionally, write:

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

Bachelor in Psychology: 12.39% European and 0.91% other Countries -- Master's Programs: 21.25% European and 0.52% other Countries -- PhD Programs: 13.99% European and 1.45% other Countries.

Findings

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

The Department of Psychology at the University of Cyprus is dedicated to pursuing excellence in research, graduate training, and undergraduate teaching. Its core mission is to contribute meaningfully to understanding the human condition and to prepare students for competitive academic and professional careers. The Department envisions itself as a premier centre for integrating psychology and neuroscience, making substantial contributions to the field and addressing local mental health needs. Strategic goals focus on generating high-impact research, enhancing visibility, offering rigorous education, developing a leading doctoral program, and fostering diversity and inclusiveness.

The Department maintains a strong connection with society through participation in national committees and collaborations with NGOs and government agencies. Development processes involve attracting high-quality academic staff globally and locally, recruiting competitive students, and utilizing quality assurance mechanisms for continuous improvement. Teaching support is also provided by special scientists and doctoral students. The Department aims to increase offerings in English to attract international students, addressing a current limitation.

Strengths

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

- The department has high research productivity and acquires significant amounts of external funding.
- The department offers successful applied programs leading to high graduate employability rates.

Areas of improvement and recommendations

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

- There is room for further expansion of the Department.

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

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.	5
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.	4
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.	4
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.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3
2.2.12	The Department analyses and publishes graduate employment information.	5

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	3
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
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.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5

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

The EEC had not access to analytical data. -- The Department has no permanent home.

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 Quality Assurance (QA) strategy is fundamental to its operations, aligning with European standards (ESG 2015, EHEA) and integrated into its strategic planning. The Department's Quality Assurance (QA) is supported by the University's QA Office and is based on the following principles: (a) culture of continuous improvement, (b) transparency, (c) accountability, (d) consistency, and (e) diversity and outreach. The mechanisms that constitute the

Quality Assurance System are classified in internal mechanism (e.g., evaluation of teaching and research staff, annual research report, instructors’ assessment by students etc.) and external mechanisms (e.g., curriculum evaluations by the CYQAA, external financial audit etc.). The core goal is to ensure and enhance excellence in learning and teaching, research, internationalisation, and administrative effectiveness.

The programmes are subject to continuous monitoring and revision to adapt to the needs of the labour market, society, and technological advancements. The Department has a Departmental Undergraduate Committee and a Postgraduate Studies Committee, dealing with teaching quality issues, learning outcomes and the content and the structure of the curriculum.

Strengths

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

- The University’s Quality Assurance Policy reinforces the culture of continuous improvement of the University’s operations to successfully meet the needs and expectations of students, academics, researchers, administrative staff, partner institutions and the local community.
- The Department establishes committees of undergraduate and postgraduate studies that continuously monitor and revise programmes of study.

Areas of improvement and recommendations

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

- Programmes of study are continuously monitored to ensure they are sufficiently meeting the needs of several stakeholders, but once they are rolled out, there is not much horizontal or vertical review among teaching staff. Installing informal ways of discussing course content and teaching and learning methodology with each other may have several benefits, though. It can help to prevent course overlap as well as to build “learning paths” throughout the curriculum that transcend individual courses (e.g., in the interest of supporting student’s progress in the development of academic writing skills). Such informal staff exchanges may especially be beneficial for younger staff members, who are in the process of developing teaching skills.

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

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

3. Administration (ESG 1.1, 1.3, 1.6)

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

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

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	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.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11	Internationalization of the Department and external collaborations.	5
------	---	---

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

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 is supported by its own administrative staff, supervised by the Chair and program coordinators. This staff handles aspects such as managing Departmental meetings, supporting academic staff and students, scheduling, and financial issues. Central University services, including Academic Affairs, IT, Human Resources, Mental Health and Career Services as well as Finance, also support the Department's operations.

Key decisions are made by the Department's Council, comprising all faculty and student representatives. The Council oversees and monitors program quality, discussing outcomes and informing Senate committees. It approves proposals for new programs, revisions, and recognizes previous studies and credit transfers. Administrative duties are also distributed among academic staff through various Departmental committees covering areas like studies, finance, laboratories, and legal affairs.

Plagiarism and collusion are serious disciplinary offences. University study rules provide extensive details on plagiarism, its context, and consequences. The University uses Turnitin and Safe Assign software to prevent and detect plagiarism. Students committing plagiarism are referred to the Disciplinary Committee. Penalties can include suspension, reprimand, or rating penalties, such as being marked with zero for the offence in a lesson. Other penalties include social work or temporary suspension/elimination from the University.

Procedures are also established for students to raise objections regarding evaluation or other academic ethics issues. Student grievances, including those concerning inappropriate staff conduct or inadequate guidance, follow a three-step process: direct resolution, formal written complaint to the Chairperson/Head of Service, and final review by the Vice-Rector for Academic Affairs office.

Strengths

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

- The Department has a dedicated and competent administrative staff, who are highly valued by the academic staff.

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's suggestion would be to reconsider the fact that one of the PhD students is a member of the administrative staff, since this may raise some ethical considerations and conflicts of interest.
- The Department aims for more consistent implementation of anti-plagiarism procedures.

- From an international perspective, it is unusual to allow students who have passed a course to retake an examination for a higher grade, and it will also lead to grade inflation.

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.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
<i>Click or tap here to enter text.</i>		
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.	5
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.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4

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

Students would in some cases have preferred to receive marks sooner. – Some assessments will need to be rethought in the light of gen AI.

Findings

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

There are processes in the Department which ensure the planning and development of each study programme, such as the Quality Assurance team, the Council of the Department as well as the Directors of the Programmes. They also seem to take into account constructive feedback from students and external stakeholders.

All curricula follow EQF guidelines, accreditation and also licensing procedures, especially in the case of professional postgraduate programmes. Courses are informed by the research conducted in the Department by faculty members, who ensure that they intertwine theory and research with practice, and they do so through a variety of teaching and examination activities.

The admission criteria for students to the undergraduate programme are high and are set by the State through the Pancyprian examinations. Therefore, the Department does not decide on the admission of undergraduate students but only on postgraduate students.

Academic staff emphasise communication with students, according to the testimony of the students themselves. Relationships between students and faculty were recorded as particularly positive. This motivates students, who ultimately experience a sense of belonging to the UCY community.

The criteria and methods of course assessment are clear and known to students in advance, and the procedures for the recognition of courses and previous studies follow European standards and international practices.

Strengths

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

- The undergraduate program of study places an emphasis on cognitive neuroscience courses, which follows international trends in the field of Psychology.
- Academic staff invest significantly in developing the curricula offered to students, not only in relation to the needs of the local community but also in line with international standards.

Areas of improvement and recommendations

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

- Academic staff might consider whether some examination procedures (e.g. comprehensive exams in the PhD programme) have the expected learning outcomes and contribute substantially to the assessment of students and to the enhancement of the learning process.

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	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.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	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. 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 has 19 faculty members (9 professors, 4 associate professors, 4 assistant professors, 2 lecturers) and 2 practicum leaders working full-time and on a permanent basis. The ratio of permanent vs non-permanent staff (in this case special scientists) is 80:20. The EEC is not aware of any current visiting professors.

Strengths

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

- It is clear that during the past five years, the department has managed to downsize the ratio of permanent to temporary staff in the programs, which is a good thing. It seems that the reduction of elective courses across the programs has ensured that the number of courses to be organised is more or less inline with staff capacity.
- Teaching staff have strong research profiles and show a great amount of commitment to the Department and its programmes.
- Recent hires with strong profiles further add to the strength of the Department.
- The teaching staff team is cohesive and seems to collaborate well with administrative staff.

Areas of improvement and recommendations

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

- There is room to build further on the strength of the staff by expanding the Department with new hires.

Please ✓ what is appropriate for the following assessment area:

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

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

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

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 successfully acquires both national and international research funding. It benefits from staff with ample international training and experience and strong academic records and international presence. Papers produced by members of the Department are widely cited.

The Department has a laboratory suite that houses several strong, internationally competitive research labs. Research equipment includes Biopac, EEG, fNIRS, eye-tracking, FaceReader, smoking topography and several test batteries. Through research collaborations, staff also has access to MRI equipment.

Students routinely participate in research activities at all levels of their curriculum and learn important research skills there.

Strengths

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

- The Department has a strong international research presence.
- The fact that in the newly proposed program the undergraduate thesis is mandatory further adds to the strong research orientation of the program.
- The Department provides continuous opportunities for student involvement in research, which seems to pay off. Students have received Cyprus Youth Organization awards for their research.
- The Department's current research facilities and infrastructure are up to date.

Areas of improvement and recommendations

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

- There is a shortage of space, which limits the further expansion of the research facilities and infrastructure.
- There is concern that there may be a shortage of funding for replacing or updating research infrastructure when needed.
- There are some legal obstacles to collaboration with Turkish Cypriots.

Please ✓ what is appropriate for the following assessment area:

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

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	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.	4
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 Department's financial resources were not formally audited by the EEC, but it appears that the available budgets are well managed. It is perhaps worth noting that some of the more impressive facilities (research labs, etc.) have been funded through grant capture.

Strengths

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

- Resources seem well-managed and the department's position has been enhanced through grant-capture.

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 challenging to meet the ongoing financial demands of an empirical discipline, including replacement of equipment.
- It is difficult to find funding for PhD students.

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.

The Department of Psychology at UCY is a mature department with a strong international research profile and a comprehensive set of degree offerings. All of the 19 faculty are research-active; indicators of research excellence include citation rates and grant capture. There is a plan for a future appointment in neuroscience, and given the department's success, we would expect that a strategically sensible decision would be to grow it further.

However, there are challenges to the Department even at its current size, before growth is considered. The first of these is that there are no permanent premises for the Department. Closely related is the fact that psychology is an empirical discipline, which requires equipment and space. At internationally-relevant levels, studies are becoming larger and more complex. Without space and equipment (and replacement of end-of-life equipment), a Psychology Department cannot flourish. It is a testament to the strength of the Department at UCY that they have achieved what they have, but they will find it increasingly difficult to operate at the same level without adequate support. Support includes administrative staff, and it is clear that the Department needs (at least) three full-time administrators to cover its needs.

One factor that plays directly into the Department's achievements is the very obvious collegiality that the committee witnessed. This plays out not only in social but in practical terms: Activities are planned together, and there is a sense of continuous improvement—in terms of teaching, for example, the BA has been substantially revised in recent years; there are discussions about how best to measure PhD progress; and there are plans to develop new degrees.

The revisions to existing programmes have included the specification of obligatory dissertations, and this leads to our only specific recommendation for change, which is to implement a more detailed workload model for Departmental staff. At present, loads due to dissertation and PhD supervision are not taken into account; nor are the very differing loads that administrative tasks attract. Agreeing on how to take these into account can be a somewhat painful process, but it is vital to make this change to ensure that the very impressive work of the Department is fairly distributed among colleagues.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Martin CORLEY	
Christina ATHANASIADES	
Patricia BIJTTEBIER	
Fontini DEMETRIOU	
Nia MICHAEL	

Date: 01/06/2025

