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2025

External Evaluation Report (Departmental)

- **Higher Education Institution:**
EUROPEAN UNIVERSITY CYPRUS
- **Town:** NICOSIA
- **School/Faculty:** School of Humanities, Social and Education Sciences
- **Department:** Psychology and Social Sciences
- **Department's Status:** Currently Operating
- **Programme(s) of study under evaluation:**

Programme 1

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, B.Sc.)

In English:

Psychology (4 Years/240 ECTS, B.Sc.)

Programme 2

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, B.Sc.) - Εξ Αποστάσεως

In English:

Psychology (4 Years/ 240 ECTS, B.Sc.) - E-Learning

Programme 3

In Greek:

Ψυχολογία (3 Έτη/180 ECTS, M.Sc.):

- Κλινική Ψυχολογία
- Συμβουλευτική Ψυχολογία

In English:

Psychology (3 Years/180 ECTS, M.Sc.):

- Clinical Psychology
- Counselling 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
Department of Psychology and Social Sciences	B.Sc. in Psychology
	B.Sc. in Psychology, e-learning
	M.Sc. in Clinical and Counselling Psychology

A. Introduction

The evaluation of the Department of Psychology and Social Sciences, European University Cyprus, was undertaken by an external panel, with the following members:

Ingmar Franken, Professor in Clinical Psychology, Erasmus University Rotterdam, the Netherlands

Terry Hanley, Professor of Counselling Psychology, University of Manchester, UK

Fotini Demetriou (member of professional body), Council of Registered Professional Psychologists, Cyprus

Vasiliki Hadjioannou (student member), University of Cyprus, Cyprus

Dorthe Kirkegaard Thomsen (chair), Professor and Deputy Head of Department of Psychology, Aarhus University, Denmark

The evaluation included a two-day site visit (30th-31st of October, 2025), with the first day dedicated to assessing the Department and the M.Sc. programme in Clinical and Counselling Psychology, and the second day dedicated to the B.Sc. programmes. The days included meetings with the management level, academic staff, administrative staff, representatives for the e-learning unit, and students, as well as a tour of the site to visit class rooms, library and other facilities. The site visit allowed good opportunities for discussions regarding the assessment of the Department and its B.Sc. and M.Sc. programmes. The two days were very well organized and the presentations were focused, kept to time and delivered by engaged and well-articulated staff. All discussions and Q&A sessions were characterised by open and honest exchanges about the Department's strategies, responsibilities and procedures as well as strengths and current challenges.

In addition, the assessment was undertaken through study of the submitted applications, and for the assessment of the Department this included the "Application for Departmental evaluation" along with the attached appendices, annexes, and tables. The material included relevant information for the evaluation and any additional information requested was expediently provided during the site visit.

We would like to thank the EUC for the provision of all necessary information before and during the visit and the Agency for organising and supporting the Committee.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ingmar Franken	Academic member	Erasmus University Rotterdam, the Netherlands
Terry Haney	Academic Member	University of Manchester, UK
Fotini Demetriou	Member of professional body, Council of Registered Professional Psychologists, Cyprus	
Dorthe Kirkegaard Thomsen	Academic member (chair)	Aarhus University, Denmark
Vasiliki Hadjioannou	Student member	University of Cyprus, Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

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

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

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

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
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.	4
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.	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.		

No comments needed.

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).

The programmes are coherent and compatible with each other, and with the profiles of the Department's staff.

The Department is coherent and compatible with the School with several good examples of educational and research collaboration across Departments.

Provide suggestions for changes in case of incompatibility.

No comments needed.

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.

No comments needed.

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

The Committee noted that that the number of full-time staff and full professors appeared to be relatively low given the Department's size and the number of students in its study programmes, with a relatively high reliance of external, part-time teachers for some programmes. This may reflect that the funding processes are not adequate for the Department which enrolls a very high proportion of the University's students.

Additionally, write:

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

The B.Sc. and M.Sc. programmes included mostly Cypriot students. The expected number of students would depend on the study programme, with the e-learning B.Sc. attracting more students from outside of Cyprus. The Committee found presence of international students in all programmes.

Findings

The Department has adopted a clear mission to offer high level B.Sc. and M.Sc. programmes to students to prepare them for practice and academia and to contribute to the University services. The strategy includes immediate, short term, and long term priorities revolving around education, societal engagement, and research. Relevant goals with associated indicators of success have been identified in a collaborative process that will be helpful in guiding the Department's future development.

The Department contributes to society through a variety of public outreach activities and the Committee was impressed with the high engagement in these activities evidenced by staff.

The Department has established sound procedures for advertising academic positions, evaluating applicants, and for assessing staff for promotion to the next career levels. It has established good practices for recruiting and training scientific collaborators to assist with teaching.

Strengths

- A broad and coherent portfolio of study programmes taught by well-qualified and engaged staff.
- The strong sense of social responsibility evident in both teaching and public outreach activities.
- The investment in “The center for applied psychology and personal development”, which offers mental health service to students and staff at the university and possibilities for students to gain experience with counselling.
- Establishing an introductory program and mentorship for new academic staff.
- The collegial atmosphere and spirit of collaboration among the staff members.
- Continued staff courses of teaching.
- Fair and transparent procedures for teaching reduction and possibilities for paid sabbatical.
- The recent initiation of a Ph.D. programme.

Areas of improvement and recommendations

- Given the very high number of students and the variety of programmes offered by the Department, the number of full time staff is relatively low, and the Committee strongly recommends to increase the number of full-time academic staff to support high standards in research-based teaching and to facilitate the achievement of the EUC’s and Department’s ambitions regarding international level research.
- Some of the study programmes were characterized by a very high reliance on external, part-time staff and the Committee recommends that the Department considers the ratio of academic staff to other types of staff across all study programmes.
- Given the complexity of conducting research at the international level and the goals to strengthen the Department's research profile, the Committee suggests that the Department considers providing mentoring of junior staff for longer periods and include mentoring of research activities.
- Given EUC’s and the Department’s ambitions concerning international level research, the Committee suggests that the Department considers how to best incentivize research output (for example in obtaining teaching reductions and for promotions) to continue to develop the Department's research-based teaching and international research reputation. Specifically, articles in international, peer-reviewed, high-quality journals are generally more important to building strong researcher profiles and could be prioritised over other research output.

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.	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	4
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.

No comments needed.

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	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.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4
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.	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	4
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
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.	3
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	4

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

As alluded to in the previous section, the Committee found that the number of full-time permanent staff in relation to student numbers was lower than would be expected based on international standards, with the implication that each staff member is responsible for more students that would be observed at other Psychology Departments at European Universities.

Findings

The Department has several organizational committees and procedures of quality assurance in place. These include systems for evaluating current study programmes (Programme Evaluation Review), for launching new study programmes, for admitting students and for assessment of students' academic level, for preventing and handling various types of breaches in academic integrity by students, and for addressing different types of complaints across staff, students, and other relevant parties.

Various information on courses is published, and relevant data is collected. The teaching staff are regularly invited for further training, and teach using a variety of methods, adapted to courses and diversity in students.

The EUC and the Department offer good student services, including individual student advisors, library, IT service, career guidance, and very good services for mental health counselling. There are clear procedures for assessing and offering assistance to students with special needs.

Strengths

- The well-developed procedures for continuous course evaluation (PER) and for assessing new programmes.
- Regular courses for teaching staff.
- The attention given to diversity issues, including adaptation for students with special needs, accommodations for mature students following the e-learning programme, as well as adaptation of students' evaluation surveys to minimise bias against groups of staff.
- Evaluating students based on a combination of examination, assignments, and class attendance.
- The counselling services offered at the Centre of Applied Psychology and Personal Development.

Areas of improvement and recommendations

- Research and public outreach appear to be mainly assessed in the staff self-evaluations and considering that societal engagement and research constitute two central pillars of the Department activities, the Committee suggests that the Department further discusses how the quality of these activities is assessed to facilitate the Department's goal to grow their international research reputation and contribute positively to society.
- Large Language Models are developing fast, and the Committee suggests that the Department further discusses these developments to adapt students' assignments and examinations in order to maintain high standards for student qualifications.



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.	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.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>The slightly lower grade in internationalisation recognises good progress to date while acknowledging scope for further strategic development and expansion of global collaborations.</p>		

Findings

The Department is well structured and efficiently managed, with clearly defined roles, transparent governance, and strong administrative and academic collaboration. Administrative and academic staff work cohesively to support high-quality teaching, relevant research activities, and student experience. Decision-making processes are systematic, well documented, and compliant with relevant legislation, reflecting a culture of professionalism and accountability. The Department also demonstrates a growing interest and commitment to internationalisation, with emerging partnerships and collaborative initiatives that extend its academic reach and profile.

Strengths

- Administrative systems are well organised, transparent, and compliant with relevant legislation.
- The clear allocation of roles will help to ensure effective governance and decision-making by academic bodies.
- Procedures for addressing academic misconduct, including plagiarism and the misuse of AI, appear to be robust and thoughtfully considered.
- Mechanisms for student and staff participation in governance are well defined and implemented.
- Administrative staff provide efficient and responsive support to academic and operational functions.

Areas of improvement and recommendations

- It may be possible to further increase visibility of international activities and outcomes to strengthen the Department’s external profile and attractiveness to prospective students and collaborators.

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.	4
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.	4
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. No comments needed.		
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.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>No comments needed.</p>		

Findings

The Committee found that the Department has established an effective and systematic framework for designing, approving, monitoring, and periodically reviewing its programmes of study, with involvement of students, employers, and other stakeholders in programme development and enhancement. All programmes demonstrate clear alignment of learning outcomes, content, and assessments with the appropriate European Qualifications Framework levels. The Department successfully integrates theory and practice throughout its programmes through practical projects, and industry collaboration, ensuring that graduates are well-prepared for professional practice and further study.

The Department has clear and consistently applied admission criteria for all programmes, along with transparent procedures for recognition of prior learning and credit transfer that align with European standards. Teaching staff engage in regular and effective communication with students. During the interviews we clearly noted a mutual respect between them. Staff employ a student-

centred learning approach that stimulates motivation, self-reflection, and active engagement. Assessment practices are transparent.

Strengths

- The mutual respect between staff and students was noteworthy.
- The teaching program offers many opportunities for practical skills training.
- There was adequate attention for self-reflection and active engagement.
- There was involvement of stakeholders in the development of the Department.

Areas of improvement and recommendations

- Internship placement timing could be better aligned with their operational calendars to enhance placement quality and reduce logistical challenges.

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.	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.	4
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.	3
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.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	3
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

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

The lower grades in areas relating to staffing ratios reflect structural constraints and reflect the possibility of strengthening the proportion of full-time staff and improving the student–staff ratio to ensure programme quality over time.

Based on the presentations given as a part of the site visit, the Department employs 18 full-time and 54 part-time faculty, and currently has no visiting professors or special teaching staff.

Findings

The Department is staffed by appropriately qualified and experienced teaching staff whose expertise aligns well with the programmes of study. Feedback mechanisms for evaluating teaching quality appear to be effective and well embedded. However, the Department currently relies heavily on part-time teaching staff without permanent contracts, with a relatively small proportion of full-time and exclusively employed academics, which may pose challenges for continuity and long-term development. Further, the student-staff ratio is high (exceeding some recommended benchmarks for undergraduate Psychology programmes), which may affect the ability to provide consistent academic and pastoral support.

Strengths

- Teaching staff hold relevant qualifications and demonstrate strong subject expertise.
- Teaching staff are supported to retain their professional registration by being provided with time to engage in professional practice activities.
- Effective feedback and evaluation processes support ongoing enhancement of teaching quality.
- The Department shows commitment to maintaining a high-quality student learning experience.

Areas of improvement and recommendations

- The current ratio of full-time to part-time teaching staff should be reviewed to enhance stability, consistency, and institutional cohesion.
- The Department would benefit from strengthening its senior academic profile, as the low presence of professorial-level staff may limit strategic leadership, mentorship capacity, and the visibility of the Department's research and teaching excellence.
- The student-staff ratio (currently exceeding 1:40 when including all staff members) could be reduced so as to help ensure student experience is not negatively impacted.
- Increasing the number of full-time, exclusively employed staff would support programme continuity, mentoring, and research-informed teaching.
- It would be recommended that long-term workforce planning should aim to reduce dependency on part-time appointments and ensure sustainable coverage across subject areas.



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	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.	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.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
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.	4
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.	3
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.

While research facilities and equipment are present and sufficient for current needs, they remain relatively basic.

There is external, non-governmental, funding of research activities, but this could be improved further.

Findings

The Department has formulated a research policy aligned with its mission and applies internal regulations and procedures that promote this policy while ensuring compliance with research financing programme requirements. While research facilities and equipment are present and sufficient for current needs, they remain relatively basic; a more advanced research environment with state-of-the-art resources would enhance staff research endeavors and better develop students' research skills, particularly in preparation for doctoral studies. Teaching staff research results are published satisfactorily in peer-reviewed international journals and conferences, with an open access policy consistent with European standards, and research findings are integrated into teaching while facilitating knowledge transfer to society. The Department has robust research ethics compliance mechanisms through evaluations by the national bioethics committee, and the institution's policy of teaching load reductions (THR) for faculty who are more productive in research is well-received and effectively supports research quality enhancement.

Sufficient research support (e.g. statistical advice) is available to both staff and students, ensuring that scholarly activities such as writing of academic papers can be pursued effectively. This includes access to basic resources, facilities, and guidance that enable higher quality research output

The scientist-practitioner component of the programme could be further strengthened, particularly through expanded clinical research projects and enhanced opportunities for students to engage in applied research. Developing these elements would better equip students to critically evaluate and contribute to research throughout their professional careers and advance evidence-based practice in their respective fields.

The Department engages in several international collaboration projects, which is commendable and enhances its research profile and global networks. However, they should be mindful of maintaining a balanced approach, as over-reliance on diverse external collaborations may lead to fragmentation of research topics. To strengthen its research profile and strategic positioning, the Department could benefit from developing greater thematic focus around specific research areas or clusters. This would enhance the Department's visibility in key areas, create stronger synergies among faculty members, and make the Department more attractive to prospective staff with strong research profiles.

Strengths

- The Department has established a research policy aligned with its mission, supported by consistent internal regulations, adequate research support services including statistical advice, and an effective teaching load reduction policy for faculty more productive in research.
- Teaching staff publish in peer-reviewed international journals and contribute to conferences. They also have an open access policy consistent with European standards, while integrating research findings into teaching and facilitating knowledge transfer to society.
- International research collaborations contribute significantly to the Department's scientific visibility and scholarly impact.

Areas of improvement and recommendations

- To enhance its research profile, the Department could upgrade research facilities and equipment to a more advanced level that supports cutting-edge research and better prepares students for doctoral studies.
- Expand clinical research projects and applied research opportunities to better equip students to engage critically with research throughout their professional careers and advance evidence-based practice.
- To advance the Department's research profile, clearer thematic research clusters or priority areas would potentially enhance visibility, create interdisciplinary synergies, and attract staff.
- To advance its research profile, the Department could establish support mechanisms to facilitate external funding applications.

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	Partially 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.	5
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.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

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

The scores above are based on the information the committee had access to.

To align with the university's research mission, additional budget allocation for strategic planning implementation would be appropriate.

Findings

In general, the Committee believes that the Department has sufficient resources to sustain teaching at current levels. However, the growing number of students necessitates consideration of additional resources, including senior staff positions, to maintain long-term sustainability. A proportional increase in resources would be an obvious way to safeguard and reinforce the

continued quality of the programme, otherwise, other efforts need to be made to maintain the high level of teaching.

Resources for research appear more constrained at present. The Committee appreciates the THR system, which effectively acknowledges and rewards research production. The Department would benefit from more actively pursuing external funding opportunities, such as European or national grant schemes, to enhance research capacity. Such initiatives would strengthen both the financial resources and the academic reputation of the Department. Furthermore, investing in more advanced research facilities and networks would align with the university's goals for excellence while enhancing the Department's reputation and attractiveness to excellent researchers.

Strengths

- The Department currently seems to have sufficient resources to deliver quality teaching.
- The Teaching-Hour Reduction (THR) system effectively acknowledges and rewards faculty research production.

Areas of improvement and recommendations

- Given the growing student numbers, the Department could secure additional resources, including senior staff positions, to maintain long-term sustainability and safeguard the continued quality of teaching and research.
- The Department could more actively pursue external funding opportunities, such as European and national grant schemes, to diversify funding sources.

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

The Department of Psychology and Social Sciences is engaged with education, public outreach, and research and as such offers a strong contribution to the European University Cyprus, its students, and Cypriot society.

The Department is generally well-functioning with respect to teaching, administration, quality assurance, societal engagement, and student services. The Committee especially noted the pervasive sense of community and shared responsibility across levels of the Department, among staff (academic and administrative), and also including students. We emphasise this as both major achievement of the Department staff and management, and as an important resource for the Department's future development.

The EUC and the Department's ambitions to increase the international research reputation, also to support high quality research-based teaching, is commendable and it is realistic if the academic staff is provided with adequate time for research and relevant lab facilities. The current ratio of full-time academic staff in relation to the number of students enrolled in the programme would likely need to be improved in order to facilitate achievement of research-related goals. It will be important to continue to nurture the Department's research culture, and we offer suggestions for how to approach this work in the sections above.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Ingmar Franken	
Terry Hanley	
Dorthe Kirkegaard Thomsen	
Vasiliki Hadjioannou (student member)	

Date: 2nd of November, 2025

