

Doc. 300.3.1

Date: 30 Nov 2022

External Evaluation Report (Departmental)

- **Higher Education Institution:**
American University of Beirut Mediterraneo
- **Town:** Paphos
- **School/Faculty:** Faculty of Arts and Sciences
- **Department:** Psychology
- **Department's Status:** new
- **Programme(s) of study under evaluation:**
Psychology (4 years, 240 ECTS, BSc)

Programme 1

In Greek:

Ψυχολογία (4 χρόνια, 240 ECTS, Πτυχίο)

In English:

Psychology (4 years/240 ECTS), BSc

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name



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 28th November 2022, and followed this schedule (meetings were delayed by an hour due to transportation issues):

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

10:50 – 11:30

A meeting with the Head of Psychology

Short presentation of the School's / Department's structure
Mission and strategic planning (including SWOT analysis)
Connecting with society
Development processes

11:30 – 11:40

Coffee Break

11:40 – 12:40

Psychology (4 Years / 240 ECTS, BSc)

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

12:40 – 13:40

Lunch Break

13:40 – 14:40

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.

15:40 - 16:00

Coffee Break

16:00 – 16:30

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

Students from AUB joined this session remotely

16:30 – 16:50

A meeting **ONLY** with members of the administrative staff.

16:50 – 17:20

On-site visit to the premises of the institution (i.e. library, computer labs, research facilities).

17:20 – 17:30

A meeting only for the members of the EEC (to sum up and discuss for any additional clarifications needed)

17:30 – 18:00

A meeting with the Head of Psychology and the programme's Coordinator - exit discussion (questions, clarifications and first comments from the EEC).



External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Martin Corley	academic member + chair	University of Edinburgh
Jan H Kamphuis	academic member	University of Amsterdam
Christina Athanasiades	academic member	Aristotle University of Thessaloniki
Chara Demetriou	member	Council of Registration for Psychologists Cyprus
Angeliki Mitka	student member	University of Cyprus

B. 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.	NA
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.	5

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

The department is new and has not yet hired a full complement of academic staff. For that reason we do not have sufficient information to rate 1.1.4 (hence 3).

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).

There is a coherent General Education Programme, supported by the Institute of Liberal Arts of AUBM. There are also further opportunities for collaboration with Computer Science.

Provide suggestions for changes in case of incompatibility.

NA

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.	4
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.

Re: 1.1.2: the website is currently under construction. The "mother" department at AUB has an impressive record of civic engagement, and there are plans to continue in the same vein at AUBM.

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.

The department has an ambitious recruitment plan with carefully thought-through processes, which are internationally competitive. Student recruitment is currently less developed, although there has been serious attention to the potential pitfalls of over- or under-recruitment. The student recruitment officer for AUBM had an impressive record and a clear vision for his brief.

The panel note that *requiring* students to spend time in Beirut may act as a recruitment disincentive.

Additionally, write:

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

The projected intake of students is 20/year. AUB has 23% international students, but we did not see projections for AUBM.

Findings

All ratings above reflect the plans for a department which does not yet exist as such. However, the planned department is a close analogue of an existing department at AUB with a long history of successful governance. Relevant processes have been inherited from this “mother” department.

Strengths

We were particularly impressed with plans to continue AUB’s very strong record of connecting with society, for example the refugee-track initiatives which are clearly having an impact in Beirut and beyond.

Areas of improvement and recommendations

NA

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	4
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.

A very strong QA programme is in place at AUB, as presented to the panel..

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.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	NA
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.	NA
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.	NA

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.	5
2.2.12	The Department analyses and publishes graduate employment information.	3
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	3
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	4
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.	4
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.	NA
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.	NA
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	NA
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.

We did not see any evidence that graduate destinations were published (for AUB).

The *library* appears to be primarily online, and in the growing phase will be combined with a student study space (as per Annex 4/7). It is very well stocked but there was a lack of clarity about how, for example, a new textbook would be provided for students.

Findings

AUB has a strongly supportive culture with carefully thought-through QA, and we expect this to be reflected in AUBM. Most support services are centrally provisioned, and this makes sense given the relatively small size of the department.

Strengths

AUB has a strongly supportive culture with carefully thought-through QA, and we expect this to be reflected in AUBM. Likewise, the VITA system is a noteworthy planning instrument that has been completed all the way up to 2032.

Areas of improvement and recommendations

Students at AUB raised a couple of issues with the Advisor system, but they appear to be well-supported on the whole and we expect this to replicate in AUBM. We note that faculty at AUBM are likely to consist primarily of new hires, which may also have implications for their ability to act as Advisors.

We note that at full strength, AUBM will be introducing circa 2000 young people from multiple cultures into the Paphos population, and sensitivity will be required in making this change to the local demographic. The intention to provide a “holistic experience” to student life will require consistent attention, and AUBM appears to be conscious of this need.

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.	NA
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.	NA
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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>NAs pertain to items the panel was not sure how to interpret.</p>		

Findings

The department in AUB appears to be well-run, with staff meetings operating on Roberts Rules. Staff are fully involved in decision-making processes.

Strengths

We were genuinely impressed by the expertise, sense of ownership, and motivation of the collective of staff members present at the meeting. Generally, a sense of bottom-up governance and participation was evident from the meeting.

Areas of improvement and recommendations

NA.

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).	4
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.		
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.	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.	NA

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

Because the department is new, the detailed information required to respond to 4.2.8 was not available to the panel.

Findings

AUB has an established programme in Psychology and the AUBM plans are predicated on this. The learning and teaching plans are coherent and there is every reason to assume that they will be successfully executed.

Strengths

The Department documented a convincing system for designing, approving, monitoring and periodically reviewing the programmes of study, and all stakeholders are involved.

Areas of improvement and recommendations

There is a chance to build on AUB's excellent societal engagement through the curriculum, perhaps through an "outreach"-style course, thus ensuring an integration of practice and theory in the psychology programme.



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.	NA
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.	NA
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	NA
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.	NA
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	NA
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.	NA
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.

The department is new and hiring is not yet complete; nor are there any students to date. For this reason we are unable to answer the majority of questions in 5.

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

NA

Findings

The Department has presented a comprehensive staffing plan, but most faculty are still to be recruited. However, the three (content-wise slightly overlapping, for continuity) faculty per specialisation strategy seems sensible and doable.

Strengths

The new hire for Clinical Psychology seemed very strong to the entire panel, and AUBM is to be congratulated on this appointment. This suggests that it will be possible to attract high-quality candidates to the remaining open positions, especially given the attractive remuneration package.

Areas of improvement and recommendations

Please ✓ what is appropriate for the following assessment area:

NB. Responses below assume that the department's hiring and student recruitment plans will be successfully implemented, and are provisional.

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.	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.	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.	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.	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.

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Findings

In the establishment phase of this department, the focus is clearly on teaching, through the creation of a new degree programme. However the institution and department aim to support research and professors' time is appropriately allocated, on a 40/40/20 model. There is an intention to provide eye-tracking and EEG support in the first instance.

Strengths

We note that the "special topics" options appear to reflect the research interests of current staff at AUB, and we expect this to be reflected in AUBM. As noted before, some of the civic engagement initiatives also provide excellent opportunities for unique, societally relevant research.

Areas of improvement and recommendations

Some of the questions will be more completely answerable when recruitment is completed.

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.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
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.	5
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Findings

The AUBM seems to be in good shape from a resource perspective, and periodical external financial audits have been secured (appendix 18).

Strengths

The systematic risk assessment appears to be particularly comprehensive.



Areas of improvement and recommendations

NA

Please ✓ what is appropriate for the following assessment area:

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

C. Conclusions and final remarks

The department of Psychology does not yet exist in AUBM. However, its structure, processes, and degree programme are closely modelled on those of AUB, and a particular strength of this application is that there is considerable expertise and resource in Beirut to be drawn on as the department is established.

Although the faculty for the new department have not yet been fully hired, there is a comprehensive hiring plan (and early signs are that this will be successful). The processes for management, decision-making, QA, and course design are all comprehensively documented. Student recruitment plans are advanced, and we expect AUBM to begin to recruit successfully. We note however that the requirement for students to spend time in Beirut may be a disincentive to students with commitments which prevent travel.

There is a desire to ensure that the department is research-active, and some initial plans for relevant structural support (EEG, eyetracking) are in place. As faculty are hired, it will be important to protect their research time, and to ensure that relevant facilities, financial support and equipment are available.

AUB has a unique and impressive societal engagement, and we hope that this will be reflected in AUBM. There is an opportunity here to plan such engagement into the curriculum, helping students integrate theory with practice, as well as ensuring that AUBM has local, as well as potential international, impact.

One aspect of the visit noted by all panel members was the enthusiasm for the project and the sense of collegiality among the representatives of AUB and AUBM that we met. This reflects well on AUB, and speaks to a successful future for Psychology in AUBM.



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Martin Corley	
Jan H. Kamphuis	
Christina Athanasiades	
Angeliki Mitka	
Chara Demetriou	
FullName	

Date: November 30, 2022

