



Doc. 300.1.2

07.14.318.069

### Higher Education Institution's Response

### Conventional-face-to-face programme of study

Date: 10/06/2023

- Higher Education Institution:  
Frederick University
- Campus: Limassol
- School: Education and Social Sciences
- Department / Sector: Psychology and Social Sciences
- Programme(s) of study under evaluation  
Name (Duration, ECTS, Cycle)

#### Programme

##### In Greek:

Ψυχολογία (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc))

##### In English:

Psychology (4 academic years, 240 ETS, Bachelor (BSc))

##### Language(s) of instruction:

- Specializations (if any):

In Greek: -

In English: -

Programme's Status: Currently Operating



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI), based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1), must justify whether actions have been taken to improve the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on without changing the format of the report:*
  - *the findings, strengths, areas of improvement, and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In the case of annexes, those should be attached and sent on a separate document.*

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### Areas of improvement and recommendations

1.a. The elaborate self-evaluation structure does have the drawback that it is time-intensive for the faculty, esp. because of the high number of courses each faculty member teaches.

#### Department's Response:

The internal quality process is achieved through annual reporting from all parties involved in the operation of the University and is applied to all Departments and programmes of study of the University.

The University is aware of the teaching load of each faculty member, which by no means exceeds the expected load as per the University regulations. Furthermore, the evaluation of courses, self evaluation etc, take place at the end of each academic semester where no teaching takes place. This is to review the key performance indicators and identify any possible issues before planning the operation of the next academic semester.

1.b. Learning objectives are currently often phrased in cognitive terms only ("describe, identify, list" etc.), whereas the course often involves other assignments as well (practicing skills, self-development, etc.). We suggest making learning objectives more diverse as part of constructive alignment (e.g., according to Bloom's taxonomy; <https://tips.uark.edu/using-blooms-taxonomy/> )

#### Department's Response:

We accept the recommendation of the EEC. The learning outcomes of the courses have been revised as per the recommendations. Please refer to Annex 01 – Course Descriptions.

1.c. As the stated ambition is to train the “next generation” of psychology researchers, we recommend making the thesis obligatory.

**Department’s Response:**

The Department is taking the committee’s recommendations under advisement for future revisions of its BSc Psychology program.

At this point Thesis I and Thesis II are optional for all our students. However, our senior students are involved in final projects in many of their classes, which entail micro-research and statistical analyses of findings, thus providing students who plan to continue with an M.A degree, with relevant research experience.

At the time being, the Department will proceed with this matter, considering its students’ needs. E.g. some of our students prefer to take the two extra courses (instead of the thesis) to gain more hands-on skills. However, we will continue to encourage our students (especially those who will continue with an MA degree, to write a thesis. We will revisit this important issue at the next revision of our Psychology undergraduate curriculum.

1.d. The two-year action plan reads more like a set of ambitions than specific tactics relating to SMART objectives. In the face to face meeting it became clear however that more specific actions are in fact planned; we recommend updating the action plan accordingly

**Department’s Response:**

Please refer to Annex 02 – Department’s action plan.



1.e. We strongly appreciate the personal awareness course. We suggest that the emphasis on engagement with social/ societal issues (related social work) is a strength, but recommend amplifying it by co-involving faculty with a (clinical) psychology background.

**Department's Response:**

The Department has adopted the Committees suggestion.

As of the Fall Semester 2023-24, the class will be co-taught by two faculty members, namely Dr Marios Theodorou, with specialization in Clinical Psychology and Ms Koulla Erotokritou with specialization in Social Work.

## 2. Student – centred learning, teaching and assessment

### (ESG 1.3)

#### Areas of improvement and recommendations

2.a. The course descriptions lacked detail on assessment strategies. Based on the documentation offered, it is not clear that the nature or difficulty of assessments builds as students progress through the programme. We would have liked to see more evidence of progression here. The in-person meetings did however suggest a greater diversity of assessments than indicated by the documentation

#### Department's Response:

We accept the recommendations of the EEC. The course descriptions have been updated as per Annex 01 – Course Descriptions.

2.b. The required readings of some of the courses appear to be in need of updating, although possibly additional readings are assigned in class (the committee cannot fully evaluate this)

#### Department's Response:

We accept the recommendations of the EEC. The course descriptions have been updated as per Annex 01 – Course Descriptions.



2.c. Given the stated focus on research-led/research-oriented teaching, we would recommend that students be exposed to the English-language scientific literature at an earlier stage, e.g. via additional recommended readings in individual courses. We acknowledge that the language barrier may present an issue for some students here, but it would be beneficial to make these readings available for those students who have the capacity to engage with them.

**Department's Response:**

We accept the recommendations of the EEC. The course descriptions have been updated as per Annex 01 – Course Descriptions.



### 3. Teaching staff

#### Areas of improvement and recommendations

3.a. The recruitment policy and procedure for advertising available positions could be clarified, and the criteria and process should be transparent in order to attract the best applicants.

#### Department's Response:

All academic vacancies and recruitment procedures and selection criteria are published in the University's [website](#).

A key prerequisite for achieving the University's goals and mission as a modern educational and research institution is the recruitment of high caliber and potential teaching and research staff (TRS). For this reason, Frederick University has established high quality evaluation criteria and rigorous procedures for recruiting and promoting academic staff. The recruitment of internationally recognized academics is part of the University strategy.

The criteria and procedures applied by the University are consistent with those provided by the relevant law that apply to public universities in Cyprus and are generally within the expected framework of operation found in foreign universities with international recognition. The University offers a competitive employment packages that favourably compares with competition in terms of remuneration.

Furthermore, faculty members may get reduced teaching load to support their research activity, in accordance with the "Frederick University Rules for Reduction of Teaching Hours". Members with increased research activity are entitled to at least one additional day free of any other duties, or two days in cases of large-scale project coordination or participation in a significant number of projects.

The academic ranks at Frederick University are:

- Professor
- Associate Professor
- Assistant Professor
- Lecturer



The University posts vacant academic staff positions on its website and on other special interest websites and circulars that are usually monitored by individuals who have an interest. ([Link](#)). The announcements are also communicated by the faculty members of the individual Departments through their collaboration networks, both in Cyprus and abroad.

An announcement for a vacant position is the result of a recommendation by the Department followed by approvals of the School Council and University Senate. The final approval is given by the University Council. Positions may be announced for various reasons such as the introduction of new programs, resignation, termination or retirement of existing faculty member, or growth in student population that requires recruitment to maintain relevant KPI targets.

The University Policy is not to occupy 100% of the required faculty with elected members and a number of positions are filled by Visiting Academics or Special Teaching Staff or Special Scientists, in line with the university quality guidelines. In general, the aim of the University is to maintain elected faculty that cover all major subjects necessary for the operation of the programs in every Department and complement teaching needs with various visiting professors and industrial experts so that the breadth of the learning experience is increased.

Applicants for vacancies must submit their application, accompanied with the required documents, to human resources services. Along with the application, applicants also must provide letters of recommendation from three University Professors.

For the evaluation of the applications, the Senate appoints a Special Committee consisting of five University Professors in the case of electing a Professor or Associate Professor, or five Professors and/or Associate Professors in the case of electing an Assistant Professor or Lecturer. At least three of the Special Committee Professors must be external members for the election of Professor and Associate Professor, while at least two of the Special Committee members are external members for the Election of Assistant Professor and Lecturer.

One of the members of the Special Committee, preferably from the internal members of the committee, if any, is designated as Chair by the Senate (article 36 (1) (b) of the Frederick University Internal Regulations for Teaching and Research Staff, and the Rules for Appointing a Special Committee for Election and Promotion of Teaching and Research Staff). After accepting their participation, the Special Committee members fill out a form stating that they are not affiliated with the candidate under review, that they did not participate in the candidate's

three-member committee during their doctoral studies, and that they do not have scientific cooperation with the candidate through scientific publications, etc.

The chair of the Special Committee sends the application packages of all candidates to the members of the committee. After evaluating each candidate, each member proposes, in writing, the candidates to be invited for an interview. The Chair of the Committee prepares the final list of candidates to be interviewed.

The Special Committee may request candidates to prepare and give a short lecture on a topic of their expertise. After the interview, the Special Committee sends a sufficiently; reasoned and substantiated report to the School Board. The Dean of the School then assembles a meeting of the appropriate Electoral Body, which decides on the election, accompanied by a justified vote by each member of the Body. The Senate then examines the report of the Electoral Body and passes its decision to the University Council for approval (article 36 (9) (a), (b) and (c), of the Internal Regulations for Teaching and Research Staff).

In the case of promotion of a faculty member, the candidate shall submit an application to the Chair of the Department together with the necessary supporting documents. The Chair, after examining that the request complies with the provisions of the Internal Regulations for Teaching and Research Staff (article 33 of the Internal Regulations for Teaching and Research Staff), refers the request through the Dean to the Senate for the appointment of a Special Committee. The procedure followed for the promotion of the faculty member is the same as in the case for the election of a new faculty member to the post announced (Electoral Body, Senate, Council).

The recruitment (election) and promotion procedure is detailed in the University's Internal Regulations for Teaching and Research Staff (articles 27-34).

As mentioned above, positions of faculty members are announced for a variety of reasons. Some positions may not be posted and they are filled by Visiting Academics or Special Teaching Staff or Special Scientists. The goal of the University is to have permanent teaching staff cover all major topics necessary for the operation of programs in every Department.

Departments maintain long term plans for recruitments spanning more than 3 years and time the internal process for approval so that elected candidates may assume duties with the start of academic years.

For faculty promotions, the Departments activate the evaluation process for Lecturers immediately after the completion of three years. In the case of Assistant Professors this is done after the completion of four years. Faculty members at the rank of Associate Professor may apply for promotion after completing four years at this rank. The University's internal regulation defines the framework for the promotion evaluation which follows international practices and bases promotion criteria on effectiveness of teaching, quality of research work and output, contribution to the university and contribution to the society at large. Specific criteria are set for the various ranks on the areas of evaluation.

For the promotion of faculty members, the University ensures that the high academic criteria and requirements as outlined in the Internal Regulations for Teaching and Research Staff are met. There is no limitation on the number of faculty members at each rank in the Departments. However, within recruitment planning there is due care for ensuring that there is a sufficient number of senior faculty members and coverage of all major scientific topics.

3.b. Involving the academic staff in lifelong learning programmes/professional development can be more systematic. The committee recommends that the department consider advising new faculty to complete training or certification in higher level education.

**Department's Response:**

We agree with the EEC that professional development is vital for the members of the academic staff. In order to achieve this goal, the University has created the centre for [Personal and Professional Development](#) (P2DF) that aims at providing a range of development opportunities to faculty and staff that will enable them to enhance their professional and personal skills and ultimately reach their full potential.

As of 2022, the P<sup>2</sup>DF Center has developed and implemented the '[Rule for Staff Training](#)' to ensure its smooth operation. The trainings offered by the P2DF centre, for the Academic Year [2022-2023](#) include professional development in topics such as Leadership Skills for Academics, Innovative and Alternative Teaching Methods toward Student-Centered Teaching and Learning, Effective Academic Advising and Student Success, Integrating SDGs in University Curricula etc.

Furthermore, the Department’s academic staff, actively participates in professional development courses offered by external collaborators as well. Below is a table with an indicative list with seminars attended by the Academic Staff.

Table 1 Indicative Professional Development Courses Attended by the Academic Staff

Title of Seminar	Venue	Year
How to write and publish scientific papers	Springer Nature Publications	2022 - 2023
CyTEA Annual Conference	Cyprus University of Technology (Limassol)	2022 - 2023
Positive Psychology Diploma	Panteion University	2022 - 2023
Betrayal in Marriage & Couples Counseling: Holding a Comprehensive Trauma-Focused Lens in Treatment	International Association of Marriage and Family Counselors.	2022 - 2023
EB-ACA Learning Institute – Trauma, Play Therapy and Expressive Arts.	European Branch of the American Counseling Association	2022 - 2023
Quality and Equality in Early Childhood Education and Care	OMEP Conference and Assembly 2023	2022 - 2023
Prevention and combating of harassment and sexual harassment seminar	Personal and Professional Development Centre (P2DF), Frederick University	2022 - 2023

Title of Seminar	Venue	Year
Research and Innovation: Publications	Personal and Professional Development Centre (P2DF), Frederick University	2022 - 2023
Workshops for the use of Online Digital (Free) Tools	Personal and Professional Development Centre (P2DF), Frederick University	2022 - 2023
Library Database Utilisation Workshop	Personal and Professional Development Centre (P2DF), Frederick University	2022 - 2023
Resilience Expert R2 <a href="http://www.resilienceresearch.org">www.resilienceresearch.org</a>	Dalhousie University, Canada	2020 - 2021
Design Thinking (Short Course)	Applied Arts faculty of the Cyprus University of Technology and the School of Digital Technologies of Tallinn University	2021 - 2022
Mindfulness in CBT	Beck Institute Cognitive Behavior Therapy	2021 - 2022
Teaching English Online	Cambridge University (4 weeks course)	2020 - 2021
Train the trainers: Parenting programmes	Chourdaki Educational Center, Greece	2020 - 2021
Python Essentials	SCP – SCHOOL OF CERTIFIED PROFESSIONALS	2020 - 2021

Title of Seminar	Venue	Year
Social Justice Considerations When Counseling BIPOC Families and Couples' Training	International Association of Marriage and Family Counsellors	2020 - 2021
Gambling Compulsivity and Addiction	Alabama Council on Compulsive Gambling, USA	2020 - 2021
MS Excel Workshop	Personal and Professional Development Centre (P2DF), Frederick University	2020 - 2021

3.c. Despite clear and unambiguous support from management, the high teaching load does put a cap on the ability of faculty to be involved in research projects.

**Department's Response:**

The University has mechanisms in place to further support and promote engagement in research projects of the academic staff:

- **Reduce faculty teaching load.** The University's teaching load reduction scheme is applied in the case of faculty who are engaged in research activities, participate in research projects or supervise PhD students. This scheme will release time for faculty to develop their research agenda and build up their research output. Furthermore, the Department's decision to proceed with the recruitment of visiting faculty to strengthen program development and delivery, contributes to the teaching load reduction of resident faculty and further concentration on their research activities.
- **Increase research support mechanisms.** It has been identified that many colleagues are reluctant to engage in funded research initiatives due to the administrative load this often entails. For this reason, a new research officer has been hired in the Research and Interconnection Service to offer support in this direction. Administering research projects,

editing research proposals, and enhancing/facilitating the development of research networks are some of the duties of the new research officer.

- Offer opportunities for **internal funding** to encourage faculty members that require financial assistance to develop their research ideas. Notably, faculty members can take advantage of the decision taken by the Senate in Fall 2020 to fund competitive research proposals. The Senate has allocated a portion of the University's Research Fund to an internal funding scheme through which members of staff can apply for internal small-scale financial support (5,000 to 10,000 euros per project). The call was announced in January 2021 and several faculty members submitted proposals in their field of expertise.
- Encourage/ fund a greater number of **visits from external academics** and other collaborators to promote research engagement and identify areas for collaboration with resident faculty. To this end, the research seminar series can provide a platform for faculty members, as well as, invited speakers of international calibre, to present their research work. The use of online technology contributes in limiting the travel costs for invited speakers.
- Increase the **funding for participation in Scopus indexed conferences** that lead to publications. It is noted that the University already allocates a budget to the Department for such activities.
- Further encourage the use of European funds and in particular European **COST actions**. A number of faculty members already participated and expressed their interest to continue. They have also shared experiences with other faculty members to increase participation in this important form of European funding.

3.d. We applaud the faculty's efforts to form networks with external organizations and universities, and encourage them to further develop these collaboration efforts.

#### Department's Response:

We would like to thank the EEC for their acknowledgment of the Department's efforts. We aim to have high caliber collaborations with Universities and Organizations, in order to provide opportunities for academic staff as well as students, for mobilities and research collaborations.

Further to the collaborations list provided below, Frederick University, has become a full member of the European Alliance [EU-CONEXUS](#), where nine (9) European Universities



participate. This creates further opportunities for research and academic collaborations, as well as participating in the offering of joint programmes of study in fields related to the Department of Psychology and Social Sciences.

### **Department Collaborations:**

#### **Erasmus+ mobility actions:**

The Department of Psychology and Social Studies has established Erasmus+ agreements with the following institutions concerning the collaboration/exchange of students and faculty between the Psychology and Education departments.

- (a) Universidad Catolica de València, Spain
- (b) University of Ioannina, Greece
- (c) University of Crete, Greece
- (d) Mykolas Romeris University, Lithuania

### **Collaborations with Professional Bodies/Public Services/Councils:**

- (a) Cyprus Registration Board for Psychologists: The department collaborates closely with the CRP regarding updates on provisions of the Law on the Registration of Psychologists before our graduates submit their membership applications.
- (b) Council of Registered Professional Psychologists: The department consults with the CRPP regarding updates and regulations for acceptance in the registry of students pursuing an MA degree in applied psychology. We also consult with the CRPP when preparing MA programs in compliance with the regulations.
- (c) Cyprus Psychologists Association (CYPSA): The program supervisors and the CYPSPA work closely together in learning activities for the undergraduate students, i.e., members of the CYPSPA are visiting speakers in classes of our 3<sup>rd</sup> and 4<sup>th</sup>-year students. We exchange information on the organization of academic conferences and participate in their excellence awards for our graduating students with the highest GPA.
- (d) EFPA: European Federation of Psychologists Associations

**Table 2 Collaborations with professional bodies / public services / councils**

NAME OF BODY / COUNCIL / SERVICE	
1	Cyprus Registration Board of Psychologists
2	Council of Registered Professional Psychologists
3	Cyprus Psychologists Association (CYP SA)
4	European Federation of Psychologists Associations
5	International Association for Psychology and Counseling IAPC
6	Cyprus Association of Social Workers
7	Greek Association of Social Workers
8	Union of Women Associations of Heraklion, Crete
9	The Psychological Science Accelerator
10	The Cyprus Family Planning Association
11	Global Social Norms Network
12	KETHEA Greece (Therapy Organization for Addictions)
13	German Oncology Center (GOC Limassol)
14	ONEK (Cyprus Youth Board)

**Collaborations for Education and/or Mobility and Research:**

The B.Sc. in Psychology program and the Department of Psychology and Social Sciences have signed collaboration agreements with the corresponding departments of the following Universities:

**Table 3 Collaborations with Academic Institutions**

NAME OF COLLABORATING INSTITUTION	PURPOSE OF COLLABORATION
Democritus University, Thrace, Greece	Bilateral agreement for teaching/ research Mobility Erasmus
University of Crete, Rethymnon, Greece	Research / Mobility exchange (Erasmus + KA2)
Aristoteleio University of Thessaloniki, Greece	Teaching/ Research/ Erasmus
Panteio University of Athens, Greece	Research/ Mobility/ Erasmus
University of Ioannina	Ph.D. Evaluation Committees/Research/ Erasmus
ATEI of Athens	Mobility / Erasmus
ATEI of Crete	Mobility / Erasmus
University of West Attica	Erasmus / Bilateral agreement
Universidad Catolica de Valencia	Mobility / Erasmus
Mykolas Romeris University, Lithuania	Mobility / Erasmus
Vrije Universiteit Amsterdam, The Netherlands	Erasmus + KA2 Project
Eotvos Lorand University, Hungary	Erasmus + KA2 project
Universidad de Jaen, Spain	Erasmus + KA2 project
Klaipėdas University, Lithuania	Erasmus+ KA2 project
University of Banja Luka, Bosnia Herzegovina	Erasmus + KA2 project
University of Cyprus	Teaching / Research

**Table 4 Collaborations for Specific Projects**

	Name of International Body/ University / Research Team	Project Title
1	<ul style="list-style-type: none"> <li>Union of Women Associations of Heraklion Prefecture [Erasmus+] [2017-2019].</li> <li>University of Crete, University of Tartu, Queens University Belfast</li> </ul>	Development of "at a Distance" Counselling Skills for professionals in the field of counselling Women Victims of Domestic or Sexual Violence or Abuse (DISCO)
2	<ul style="list-style-type: none"> <li>Know &amp; Can (Bulgaria); CESIE (Italia); Folkuniversitetet (Sweden); University of Primorska (Slovenia), και Rinova (UK).</li> </ul>	Hope for Children JudEx+: Towards a child-friendly justice in cases of sexual violence against children
3	<ul style="list-style-type: none"> <li>Wrolaw University (Poland), Parul University (India)</li> </ul>	CABCIN Project (co-funded by Erasmus+). Strengthening the capacity and quality of teaching at partner HEIs in India.
4	<ul style="list-style-type: none"> <li>University of Bristol</li> </ul>	Research Project: Trafficking of Women for Sexual Exploitation in Cyprus: Social Policies and Social Work Practice
5	<ul style="list-style-type: none"> <li>IRCCS Centro San Giovanni di Dio, Fatebenefratelli, Brescia</li> </ul>	COST Action Proposal OC-2017-1-21886-CAPMED "Children and Adolescents of Parents with Mental Disorders: An European Action".
6	<ul style="list-style-type: none"> <li>Katholieke Universiteit Leuven</li> </ul>	COST Action 15218 – "Measuring homelessness in Europe"
7	<ul style="list-style-type: none"> <li>Lahti University of Applied Sciences</li> </ul>	Erasmus+ collaboration
8	<ul style="list-style-type: none"> <li>British Red Cross (UK), KMOP (Greece), Danish Red Cross (Denmark) and CARDET (Cyprus)</li> </ul>	Project SAFE: Supporting un-Accompanied children with Family-based care and Enhanced protection.
9	<ul style="list-style-type: none"> <li>Al-Azhar University, Aswan University, October 6 University, Zagazig University, University of Crete, Bath Spa University</li> </ul>	Refugee Teaching Certification Programme for Egyptian and Refugee Teachers Enabled by Blended Learning
10	<ul style="list-style-type: none"> <li>Utrecht University, Netherlands</li> </ul>	Research project focused on emotional regulation and gender (non-funded)



#### 4. Student admission, progression, recognition and certification

(ESG 1.4)

##### Areas of improvement and recommendations

4.a. No major areas for improvement were identified.

##### Department's Response:

We would like to thank the EEC for their positive remarks.

## 5. Learning resources and student support

(ESG 1.6)

### Areas of improvement and recommendations

5.a. The collection of hard-copy Psychology books in the library appeared somewhat small and out of date, however we are aware that there is also an ebook collection that we could not evaluate. The department may wish to keep this issue under review to ensure adequate provision of learning materials to students.

#### Department's Response:

Although the evaluation took place at the Limassol Campus, our collection of hard copy books in Psychology extends beyond the Library of Limassol campus. Frederick Library at the University's Nicosia campus houses an extensive Psychology section, consisting of approximately 4,000 books. Books can be transferred between the campuses within 24 hours, ensuring that all students, regardless of their location, have access to the entire Library Psychology collection.

As the construction and renovation activities at the Limassol campus have been completed, we are taking steps to enhance the BSc Psychology program. During the summer months of July and August 2023, around 1,000 Psychology books currently located in our Nicosia Library premises will be relocated to the Limassol campus. This move aims to better cater to the needs of students enrolled in the program.

In addition to our physical book collection, we provide students with a vast array of Psychology eBooks through our subscriptions to renowned databases and publishers. Our access includes over 70,000 titles from esteemed sources such as Cambridge Core, ScienceDirect (Elsevier), Springer Nature, Sage, Taylor & Francis, Wiley Online, and more. These digital resources significantly augment the available study materials for students.



## 6. Additional for doctoral programmes

(ALL ESG)

### Areas of improvement and recommendations

6.a. No recommendations

### Department's Response:

N/A

## 7. Conclusions and final remarks

7.a. First and foremost, the strong student-centric approach of the program was palpable and very impressive indeed. The student-staff ratio is currently quite luxurious (for students), but likely needs to change for economic viability. We recommend proactive contingency planning for this “problem the BSC program of FU would like to have.” In other words, how can the individual attention for the learning trajectory of students that currently characterizes the program be ensured when the number of students goes up; for example, the individual supervision of research projects can become a bottleneck with about 10 psychologists on board, but perhaps that problem does not become pressing until the number of students quite substantially increases. That said, clearly the higher management supports and actively and effectively incentivizes stronger investment in research, to the best of their ability and resources. It is to be hoped that this strategy will be effective and that the faculty will be in a position to increase their research activity, community outreach and output. We were also favorably impressed by the multi-faceted student support and guidance facilities (Student welfare). Moreover, student participation is implemented at every corner of the programme. A specific recommendation is to make the thesis non-optional (as in obligatory), as that would better correspond to the stated ambitions of the program and enhance students’ chances of gaining admission to postgraduate programmes. Other recommendations pertain to learning objectives and earlier exposure to the international scientific literature (given the stated objectives of the program).

### Department’s Response:

We would like to sincerely thank the EEC for their dedicated work and invaluable comments provided both within their evaluation report and during the frank discussions held throughout the visit. All suggestions made by the EEC have been adopted and implemented, as seen by the answers throughout sessions 1-5.





## B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Prof. George Demosthenous Rector

Date: 10/06/2023

