

Doc. 300.1.2

Date: 22.6.2023

## Higher Education Institution's Response

- **Higher Education Institution:**

European University Cyprus

- **Town: Nicosia**

- **Programme of study**

**Name (Duration, ECTS, Cycle)**

**In Greek:**

“Ψυχολογία (3-8 Έτη/180 ECTS, Διδακτορικό)”

**In English:**

“Psychology (3-8 Years/180 ECTS, Ph.D.)”

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations

**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].**

## 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.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

**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 <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>a. In the prospect of increasing student numbers, the EEC advises the department to develop more formalized strategies to collect, monitor and analyse information relevant to the management of the program (e.g., student background, student progression, success and drop-out rates, students' satisfaction, career paths of graduates).</p>	<p>We thank the EEC for its recommendations. To date, the program has had no drop outs and our first graduate is expected during the Fall 2023 semester while all our students' progress follows a steady pattern.</p> <p>The Department of Enrolment is the university body that keeps details concerning student background, student progression, success and drop-out rates and shares them with the Ph.D. coordinator each semester.</p> <p>In addition, the Office of Student Affairs keeps all data concerning career paths of graduates and shares them with the Department and the program coordinators.</p> <p>In alignment with the EEC recommendation, the Department will continue to study the relevant information of its Ph.D. students. In addition, following the EEC recommendation it will introduce biannual meetings where each student's progress and overall satisfaction will be discussed with the Ph.D. Program Academic Committee. The first meeting has been planned for the 23<sup>rd</sup> of June 2023.</p>	<p>Choose level of compliance:</p>
<p>b. Coursework in the modules is now organised with generic and individualized content. Too much personalised content would make it impossible to</p>	<p>All coursework is organized in a generic content and all students are taught the same content during the first ten weeks of the course. During the last three weeks of the</p>	<p>Choose level of compliance:</p>

<p>monitor quality assurance within a specific module. The Committee would like to recommend that the percentage of core and individualised coursework is formally described in the documentation.</p>	<p>course, instructors tailor the course content to the needs of individual students expanding on generic content according to the individual students' research needs. This is formally described in the syllabi at the course content section of each of the compulsory courses (Please see in Appendix I highlighted parts in each syllabi).</p>	
<p>c. The provision of research methodology is predominantly quantitative. The committee would strongly encourage programme staff to increase the input of qualitative methods within the programme.</p>	<p>In response to this recommendation, we designed and included an additional compulsory course "Advanced Methods in Qualitative Research" which has been added to the program covering Methods in Qualitative Research both at basic as well as at advanced levels (please see syllabi in Appendix I). Please also see the revised structure of the Program in Appendix II. Following our discussions with the EEC on the day of their visit, and acknowledging that the other obligatory courses, as well as the research proposal preparation and the colloquia offered cover topics relevant to the Dissertation Writing, the compulsory course "Preparation and writing of the Ph.D. Dissertation" has been removed from the program. Hence, the compulsory courses are now three, PSY700-Advanced Methods in Quantitative Research, PSY705-Advanced Methods in Quantitative Research and PSY710-Advanced Statistics, being the other two compulsory courses offered.</p>	<p>Choose level of compliance:</p>

**2. Student – centred learning, teaching and assessment**  
(ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<b>None</b>	N/A	Choose level of compliance:

**3. Teaching staff**  
(ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>a. To further boost research activity of staff, the EEC recommends that the research activities of PhD students are more strongly embedded in the research programmes of the staff (e.g. by advertising positions with specified research topics that are matching the research expertise and programs of faculty).</p>	<p>We highly appreciate this recommendation by the EEC as this was a concern of the Ph.D. Program Academic Committee as well. Hence, the Department has added the following Research Topics at its website advertising Ph.D. positions with specified research topics that match faculty research expertise and research programs:</p> <ul style="list-style-type: none"> <li>• "Exploring psychological flexibility and psychological resilience mechanisms as protective factors in psychopathology prevention and therapy for children/ adolescents and adults". Dr Georgios Georgiou</li> <li>• "Attachment styles transmission between parents and their families and their relationship with their children. The role of resilience". Dr Constantina Demetriou</li> <li>• "Family functioning and its impact to adolescents' mental health". Dr Constantina Demetriou</li> <li>• "Health care workers resilience and effect on, mental health, quality of life, burnout". Dr Eleni Epiphaniou</li> <li>• "Endometriosis and the need to empower women with this diagnosis. Protective factors for</li> </ul>	<p>Choose level of compliance:</p>

adjusting to this condition”.  
Dr Eleni Epiphaniou

- “Resilience, coping, locus of control as mediating factors in the management and adjustment of chronic illness”. Dr Eleni Epiphaniou
- “The impact of emotional processes on the perception of physical symptoms”. Dr Monica Shiakou
- “Emotion response coherence and its link to internalizing and externalizing symptoms”. Dr Monica Shiakou
- “Promoting Mental Health at Work through evidence-based interventions in a collaborative, resource-sharing and continuously improving e-environment”. Dr Paris Vogazianos
- "The role of attachment in the psychotherapeutic process". Dr Panagiotis Parpottas

The EUC webpage of the program has been updated to present the research topics of each faculty member (please see [Web Link](#) (under the title “CALL FOR SUBMISSION OF APPLICATION FOR DOCTORAL STUDIES” and more specifically under “More information about the scientific topics”).

More topics will be added in accordance with current research programs of faculty.



	<p>It should also be noted that a member of our department, Dr Paris Vogazianos, has received a full Scholarship of Academic Excellence for Doctoral Studies (Ph.D.). The scholarship fully covers the tuition fees and is exclusively for a new doctoral student in the Fall Semester 2023. You may find the announcement of this Scholarship on the EUC website here <a href="#">Web link</a></p>	
<p>b. To enhance the overall research culture in the department, it is suggested that junior faculty are being mentored in grant proposal writing by more experienced researchers (i.e. those serving in grant evaluation committees). Funding from successful grants can be partly used to support PhD related activity.</p>	<p>In accordance with the EEC, members of our Department are implementing a mentoring scheme, where junior faculty are being mentored in grant proposal writing by more experienced faculty and researchers.</p> <p>For example, last semester, senior Faculty member Dr Monica Shiakou (Associate Professor) together with junior Faculty member Dr Constantina Demetriou (Lecturer) worked on the proposal “The Resilient School.” Similarly, senior Faculty member Dr Paris Vogazianos (Associate Professor) together with junior Faculty member Dr Eleni Epiphaniou (Lecturer) worked last semester on the proposal “Integrated Artificial Intelligence Models for Mental Wellbeing and Resilience of Healthcare Workforce of Cancer Patients”.</p> <p>Moreover, the EUC Research Office regularly organizes seminars and workshops for the academic faculty concerning proposal writing, funding opportunities, and other issues pertaining to research such as open science, research ethics,</p>	<p>Choose level of compliance:</p>

	<p>project administration and data management. In addition, the Research Office informs faculty members via email communication about upcoming calls for proposals announced by the European Commission, the National Research and Innovation Foundation and other funding bodies tailored to the different disciplines and areas of focus.</p> <p>Finally, the Department implements a mentorship scheme, called “EUC Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff” under which, newly hired faculty members with little experience in funded research have the opportunity to work and learn from more senior colleagues. The scheme appears in Appendix III.</p>	
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**4. Student admission, progression, recognition and certification**  
 (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>a. The Committee would like to encourage admissions to enrol students with appropriate aspirations in pursuing a future career as independent researchers.</p>	<p>The Department agrees with the recommendation of the EEC and has therefore changed the admissions criteria to allow the admission to the program from “Master’s Degree in Psychology” (as it was until today) to “Master’s Degree or its equivalent in the scientific field of Psychology or relevant scientific fields (such as Mental Health, Social Work, Nursing, Education, Medicine and other Health Sciences Programs subject to review and approval by the Ph.D. Academic Program Committee).</p> <p>The Department believes that by changing the admissions criteria to make them more generic and thus more inclusive, students from different backgrounds will become interested in the program as the EEC encourages. These changes create the prospect of admission to the program by students with appropriate aspirations in pursuing a future career as independent researchers, as the EEC suggests.</p> <p>Moreover, it is clearly stated in the mission of the program that “The ultimate goal of the program is to train early stage researchers to become independent and to be able to carry out rigorous research in their chosen field of interest”. This is highlighted in the first top section of the programs</p>	<p>Choose level of compliance:</p>

	<p>webpage (please see <a href="#">Web Link</a>).</p> <p>Finally, on our website we specifically mention that graduates of the program can either work on research programs, in academia or in the industry, in their chosen field of interest <a href="#">Web Link</a> (under the general title “PSYCHOLOGY AT EUC” in the third paragraph).</p>	
<p>b. The Committee would encourage staff to reconsider the structure of the programme to allow students to start their data collection earlier. In so doing, they may be able to present their work in conferences and also submit material for publication prior to study completion.</p>	<p>In accordance with the EEC recommendation, the structure of the program has now changed (Appendix 2) in order for the Submission of the Research Proposal being moved to the first semester of the program. In addition, the Ph.D. fieldwork has also been moved and now starts one semester earlier. This will allow students to apply for bioethics approval earlier and thus allow them to start their data collection earlier. This will also allow students to pursue secondary research questions, such as validation of tools, and thus submit material for publication.</p>	<p>Choose level of compliance:</p>

**5. Learning resources and student support**  
(ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<b>None</b>	N/A	Choose level of compliance:

**6. Additional for doctoral programmes**  
(ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The guidelines for the preparation of a PhD dissertation require the student to write the dissertation in typical format of a lengthy report. Although this format may be suitable and appropriate for some types of research, the EEC recommends consideration of alternative formats as well. More specifically, students can also choose to write their dissertation in the format of a coherent set of manuscripts of publishable standard, preceded by an introduction setting the stage for the research project and a discussion summarising overall findings resulting from the PhD work.</p>	<p>We have now added the option for the Ph.D. dissertation to follow an alternative Article-based approach (i.e. choose to write the dissertation in the format of a coherent set of publishable standard/published manuscripts (at least three as first author; one at least to have been accepted on for publication), by choosing a scientific journal relevant to the dissertation topic, preceded by an Introduction Chapter setting the stage for the research and a final Discussion Chapter summarizing the overall findings resulting from the Ph.D. work. Please see Appendix IV, where under the title “Submission of the Dissertation” (page 10) we specify that “The Dissertation can be submitted in an approved standard format but students can also choose to write their dissertation in the format of a coherent set of publishable standard/published manuscripts”. More details about the format are also presented in Appendix IV, Annex II.</p>	<p>Choose level of compliance:</p>

**7. Eligibility (Joint programme)**  
(ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<b>N/A</b>	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>a. The Committee would strongly suggest that the research activities of PhD students is more strongly embedding in the wider research programmes of the faculty.</p> <p>b. We would also suggest that in order to enhance the overall research culture is the department, a mentoring scheme for junior staff should be developed and implemented.</p> <p>c. It is commendable that staff are devoted to student-centered postgraduate education. However, the Committee would recommend that a set of core material should be in place across all courses to ensure the provision of quality assurance processes.</p> <p>d. We would also recommend increasing the input of qualitative methodology across all modules.</p> <p>e. The Committee would encourage the University to offer PhD Scholarships/job opportunities in psychology to increase the number of full-time doctoral students.</p>	<p>a. Please see our response to this recommendation in section 3a above.</p> <p>b. Please see our response to this recommendation in section 3b above.</p> <p>c. Please see our answer/comment on student satisfaction in point 1a above. Please also see Appendix IV, (under the general title “Role of the Supervisor and the Supervisory Team”, pages 8-9.</p> <p>d. Please see our response to this recommendation in section 1c above.</p> <p>e. European University Cyprus announces annually a number of Ph.D. scholarships made available by the University (full Scholarship of Academic Excellence for Doctoral Studies (Ph.D.)). The scholarships, fully cover the tuition fees and are exclusively for new doctoral students.</p>	<p>Choose level of compliance:</p>



The strategy of European University Cyprus is to improve its research performance and the Ph.D. scholarships scheme is designed to provide incentives to achieve this. The scholarships are awarded to EUC faculty members and are advertised in the EUC webpage and Ph.D. students are then selected following standard EUC procedures.

The Scholarships are awarded according to the criteria outlined in Appendix IV.

This year, European University Cyprus awarded six (6) such scholarships and a member of our department, Dr Paris Vogazianos, has received one full Scholarship of Academic Excellence for Doctoral Studies (Ph.D.) to select a Ph.D. applicant (please see point 3a above)

In addition, The Department of Social and Behavioral Sciences has a number of signed agreements and Memorandums of Understanding (MoU) with organisations in Cyprus concerning the placement of our B.Sc. Psychology and M.Sc. in Clinical/Counselling Psychology students for practicum/clinical internship. Based on these MoUs, European University Cyprus can offer a number of scholarships to the staff members of our

	collaborating organisations for our Psychology Programs.	
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#### D. Higher Education Institution academic representatives

<b>Name</b>	<b>Position</b>	<b>Signature</b>
<b>Dr. Paris Vogazianos</b>	Program Coordinator	
<b>Dr. Panagiotis Parpottas</b>	Chairperson, Department of Social and Behavioural Sciences	
<b>Prof. Stavros Karayanni</b>	Dean, School of Humanities, Social and Education Sciences	

**Date:** 22/6/2023

## Appendix I

Course Title	ADVANCED METHODS IN QUALITATIVE RESEARCH				
Course Code	PSY 700				
Course Type	COMPULSORY				
Level	Doctorate (3 <sup>rd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> Year /1 <sup>st</sup> Semester				
Teacher's Name	Spyros Spyrou				
ECTS	10	Lectures / week	3 hours /14 weeks	Laboratories / week	none
Course Purpose and Objectives	<p>The course is designed to familiarize students with advanced qualitative methodological approaches in Psychology. It also aims to study the philosophical underpinnings of qualitative research and of basic forms of qualitative research through the formulation of research objectives and questions, methods for collecting various types of qualitative data, organizing and analysis of data and extracting patterns and emerging issues through the use of qualitative data analysis software. At the same time, it aims to develop students' critical skills to interpret and evaluate published qualitative research papers from various fields of Psychology.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able:</p> <ul style="list-style-type: none"> <li>• To explain modern approaches to qualitative research as well as their role in Psychology</li> <li>• To elucidate the theoretical and epistemological principles underpinning the various approaches of qualitative research</li> <li>• To distinguish the characteristics of various research methodologies of qualitative research</li> <li>• To identify and explain the practical dimensions of qualitative research</li> <li>• To design qualitative research by selecting the appropriate procedures and approaches depending on research objectives and research questions that have been set</li> <li>• To collect qualitative data, organize and analyze them using qualitative data analysis software (e.g. ATLAS. ti, NVivo).</li> <li>• To identify and discuss the effects that lend various research models (theoretical framework, ethical issues, validity, etc.)</li> <li>• To recognize and discuss dilemmas of core issues related to the application and acceptance qualitative approaches</li> <li>• To be critical readers of qualitative psychology research.</li> </ul>				
Prerequisites	None		Co-Requisites	None	
Course Content	<p>Description</p> <ul style="list-style-type: none"> <li>• Introduction to qualitative research in psychology: Theoretical and epistemological principles</li> </ul>				

	<ul style="list-style-type: none"> <li>• Theoretical frameworks in qualitative research: Feminist approaches to data analysis, post-structuralism, critical theory, etc.</li> <li>• Development of research problem and research questions of qualitative research</li> <li>• Historical overview of the evolution of qualitative research methods and techniques</li> <li>• Research design, qualitative data collection and securing access</li> <li>• Qualitative data analysis methods and analysis using qualitative data analysis software (eg N-Vivo, Atlas.ti, etc.)</li> <li>• Writing and presenting qualitative data</li> <li>• Research methodologies: Case study, action research, ethnography, grounded theory, phenomenology, Discursive Psychology, Foucauldian Discourse Analysis, Narrative Psychology etc.</li> <li>• Issues of reliability, validity and ethics in qualitative research</li> <li>• During the last three weeks of the course, the instructor(s) will tailor the course content to the needs of individual students expanding on generic content according to the individual students' research needs.</li> </ul>								
Teaching Methodology	Face to Face								
Bibliography	<p>Banister, P. (2011). Qualitative methods in psychology: A research guide. McGraw-Hill Education: UK.</p> <p>Willig, G. (2015). Introducing qualitative research in psychology. UK: Gutenberg</p> <p>Miles, M. B., Huberman, A. M. &amp; Saldaña, J. (2014) Qualitative Data Analysis: A Methods Sourcebook (3rd ed.), California: Sage.</p>								
Assessment	<table border="1"> <tr> <td>Assignments</td> <td>60%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Presentation</td> <td>30%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Assignments	60%	Class Participation and Attendance	10%	Presentation	30%		100%
Assignments	60%								
Class Participation and Attendance	10%								
Presentation	30%								
	100%								
Language	English								

Course Title	ADVANCED METHODS IN QUANTITATIVE RESEARCH				
Course Code	PSY 705				
Course Type	COMPULSORY				
Level	Doctorate (3 <sup>rd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> Year /1 <sup>st</sup> Semester				
Teacher's Name	Elena Constantinou				
ECTS	10	Lectures / week	3 hours /14 weeks	Laboratories / week	none
Course Purpose and Objectives	<p>The course aims at the development of doctoral students' deep understanding and appreciation of the philosophical underpinnings and main principles underlying quantitative research, and of the relation between quantitative and qualitative research paradigms. It also aims at acquainting students with various statistical methods, and with how these could be exploited to investigate psychological phenomena and issues. At the same time, the course aims to provide doctoral students with the knowledge and skills required to pose research questions requiring a quantitative approach, to collect data, to record and analyze empirical data using appropriate statistical software packages and techniques, and to interpret and present the results of a statistical analysis in a research report. Finally, the course aims to develop doctoral students' ability to critically interpret and evaluate quantitative research studies in the field of Psychology.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse the philosophy behind the research methods and their ethical aspects, in order to resolve research matters in the field of Psychology.</li> <li>• Analyse the relationship between epistemology, theory, methodology and methods in quantitative, qualitative and mixed educational research</li> <li>• Design and define a research project</li> <li>• Identify and justify the most appropriate research approach to address an identified problem, issue, or knowledge need</li> <li>• Design a quantitative study by setting research aims and questions and selecting appropriate methods and techniques to respond to these aims and questions</li> <li>• Perform a step by step research design-research protocol and data collection- in quantitative research</li> <li>• Collect quantitative data with appropriate techniques and use statistical analysis software packages to record, process and analyse research data by applying statistical methods</li> <li>• Determine the importance of validity and reliability and their application in the clinical practice</li> </ul>				

	<ul style="list-style-type: none"> <li>• Critically evaluate scientific articles in the field of psychology so as to be able to comprehend and detect problems and potential threats on the research reliability and validity</li> <li>• Identify and apply the methods of results presentation in quantitative research</li> <li>• Critically analyze and discuss the potential of various quantitative methodologies, but also key epistemological and methodological issues raised in quantitative methodologies</li> <li>• Be critical readers of quantitative research findings in the field of Psychology Identify and address ethical issues related to quantitative research</li> <li>• Explain the results of systematic reviews and meta-analyses in the field of Psychology</li> </ul>		
Prerequisites	None	Co-Requisites	None
Course Content	<ul style="list-style-type: none"> <li>• Description</li> <li>• The nature of research in Psychology – ontological, epistemological, and methodological assumptions in relation to the various schools of thought</li> <li>• Quantitative research in Psychology: role, societal impact, similarities and differences compared to qualitative and mixed research methods</li> <li>• Analyse the relationship between epistemology, theory, methodology and methods in quantitative, qualitative and mixed methods in research</li> <li>• Historical overview of the evolution of quantitative research methods and techniques</li> <li>• Issues of validity, reliability and research ethics in quantitative research</li> <li>• Formulation of research questions and statistical hypotheses</li> <li>• Probability, probability models, sampling, principles of inferential statistics</li> <li>• One-sample and two-sample hypothesis testing regarding the mean, proportion, and dispersion</li> <li>• Assumptions underlying parametric tests, statistical power, effect size, required sample size</li> <li>• Perform parametric and non-parametric univariate and bivariate analysis.</li> <li>• During the last three weeks of the course, the instructor(s) will tailor the course content to the needs of individual students expanding on generic content according to the individual students' research needs.</li> </ul>		
Teaching Methodology	Face to Face		
Bibliography	<p>Breakwell, G.M., Smith, J.A. &amp; Wright, D.W. (2021). Research methods in psychology. Sage: Los Angeles.</p> <p>Field, A. (2018). Discovering statistics using IBM SPSS statistics. CA: Sage</p> <p>Cooper, H., Hedges, L. V., &amp; Valentine, J. C. (Eds.). (2009). The handbook of research synthesis and meta-analysis. Russell Sage Foundation.</p>		

Assessment	<table border="1" data-bbox="1054 253 1305 394"> <tr> <td data-bbox="1054 253 1086 286">Assignments</td> <td data-bbox="1086 253 1305 286">60%</td> </tr> <tr> <td data-bbox="1054 286 1086 320">Class Participation and Attendance</td> <td data-bbox="1086 286 1305 320">10%</td> </tr> <tr> <td data-bbox="1054 320 1086 353">Presentation</td> <td data-bbox="1086 320 1305 353">30%</td> </tr> <tr> <td data-bbox="1054 353 1086 387"></td> <td data-bbox="1086 353 1305 387">100%</td> </tr> </table>	Assignments	60%	Class Participation and Attendance	10%	Presentation	30%		100%
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Class Participation and Attendance	10%								
Presentation	30%								
	100%								
Language	English								



Course Title	ADVANCED STATISTICS				
Course Code	PSY 710				
Course Type	Compulsory				
Level	Doctorate (3 <sup>rd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> Year / 2 <sup>nd</sup> Semester				
Teacher's Name	Paris Vogazianos				
ECTS	10	Lectures / week	1 hour/ 14 weeks	Laboratories / week	2 hours/ 14 weeks
Course Purpose and Objectives	<p>The course aims to perform an analytical presentation of variables types, statistic methods and models that aims to provide students with the skills to apply statistical methods and evaluate the results of research designs in the field of Psychology.</p> <p>The PhD candidates will be trained in the use of simple and complex statistical methods so as to be able to describe, interpret and use research results as well as apply such methods to their own research.</p>				
Learning Outcomes	<p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and appreciate the role of statistics as a fundamental tool of quantitative research in the field of Psychology and define the importance of statistics as the science that contributes to the management and analysis of data in the field of Psychology.</li> <li>• Organise, design and implement research projects in the field of Psychology</li> <li>• Implement and explain the statistical methods taught</li> <li>• Select and apply the adequate statistical methods for each research question,</li> <li>• Apply hypotheses tests and statistical methods in real data</li> <li>• Develop various methods of data collection and the methods for calculating the adequate sample size corresponding to the research question and design.</li> <li>• Analyse data and create tables and diagrams for the results presentation.</li> <li>• Define and interpret correctly the results of statistical analyses.</li> <li>• Evaluate the methodology used in published studies and interpret the tables and diagrams presented in such studies</li> <li>• Use simple and complex statistical methods and evaluate results of research methods in the field of psychology,</li> <li>• Use SPSS and other statistical programs as necessary tools in the field of Psychology</li> </ul>				
Prerequisites	None		Co-requisites	None	

Course Content	<p>By the end of the course, students will be able to understand inferential statistics and examine various phenomena based on the sample data and also reach to conclusions for the population under study. They will be also be able to apply various methods of sampling and calculate the adequate number of participants for answering the research question in a satisfactory way. They will also be able to understand the process of regression using advanced statistic tools, to evaluate how variables can be confounders or correlated when predicting a results. They will be able to analyse the methodology of simple and multiple regression, interpret the parameters and chose the most adequate model for each data analysis. Moreover, specific issues of statistics related to meta-analysis, analysis of variance (ANOVA), multiple analysis of variance (MANOVA) uni &amp; multifactorial analysis, General Linear Models, Principal Component &amp; Factor Analysis and Moderators &amp; Mediators.</p> <p>The theoretical concepts will be applied in the lab, where students will be able to analyse data using the SPSS, so that by the end of the course they will be able to treat data, prepare tables and produce statistical results in their own project.</p> <p>During the last three weeks of the course, the instructor(s) will tailor the course content to the needs of individual student expanding on generic content according to the individual students' research needs.</p>								
Teaching Methodology	Face-to-face								
Bibliography	<p>Field, A. (2018). Discovering statistics using IBM SPSS statistics. CA: Sage</p> <p>Cooper, H., Hedges, L. V., &amp; Valentine, J. C. (Eds.). (2009). The handbook of research synthesis and meta-analysis. Russell Sage Foundation.</p>								
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Language	English								

**“Psychology (3-8 Years/180 ECTS, Ph.D.)”**

**COURSE DISTRIBUTION PER SEMESTER**

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>1<sup>st</sup> Semester</b>								
1.	Compulsory	Advanced Methods in Qualitative Research	PSY 700	3	50	14	42	10
2.	Compulsory	Advanced Methods in Quantitative Research	PSY 705	3	50	14	42	10
3.	Compulsory	Preparation and Submission of a Dissertation Proposal	N/A	N/A	N/A	N/A	N/A	10
<b>2<sup>nd</sup> Semester</b>								
4.	Compulsory	Advanced Statistics	PSY 710	N/A	N/A	N/A	N/A	10
5.	Compulsory	Comprehensive Qualifying Examination	N/A	N/A	N/A	N/A	N/A	10
6.	Compulsory	Ph.D. Fieldwork I	N/A	N/A	N/A	N/A	N/A	10
<b>3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Semesters</b>								
7.	Compulsory	Ph.D. Fieldwork II	N/A	N/A	N/A	N/A	N/A	90
<b>6<sup>th</sup> Semester</b>								
8.	Compulsory	Ph.D. Dissertation	N/A	N/A	N/A	N/A	N/A	30



**INTERNAL REGULATION:**

**EUC FRAMEWORK ON MENTORING SCHEME FOR NEWLY HIRED FULL-TIME ACADEMIC STAFF AND/OR PART-TIME ACADEMIC STAFF**

**89<sup>th</sup> Senate Decision: 7 April 2022**

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**EUC Framework on Mentoring Scheme for Newly Hired Full-Time Academic Staff and/or Part-Time Academic Staff**

**Basic Premises of Mentoring:**

A Mentoring program is based upon providing a support system to promote a symbiotic interchange and it embraces the primary pillars of the mentor concept:

- M**anages the relationship
- E**ncourages
- N**urtures
- T**eaches
- O**ffers mutual respect
- R**esponds to the Mentee's needs

Mentoring is based on promoting a synergetic purposeful conversation and reflection on experience with aim to:

1. Challenge
2. Motivate, and
3. Inspire.

The effectiveness of the process is based on mutual trust, a genuine belief in the process, helping the mentee's ideas to flourish, and inspiration of a vision.

The principles applied include:

**Synergy:**

- Enriching for both mentor & mentee;
- It's all about learning – not teaching;
- Mentee is empowered to take responsibility of their life.

**Relationship:**

- Mentoring is a "power-free" partnership;
- Develop mentee's independent thinking –not make them independent.

**Uniqueness:**

- This is not coaching or counselling;
- Provides direction to channel efforts;
- Nourishes ideas.

**Mentoring Schemes****1. Introduction/Induction/On-Boarding/Orientation Program****Basic Premises:**

- Aims to familiarize newly hired academic staff (both full-time and part-time) with the educational model of the School and the Department, the basic principles and means of teaching, as well as the rules and policies of European University Cyprus.
- The School/Department introduces its programs' curriculum, the facilities and other necessary information for the newly hired academic staff to integrate effectively and quickly into the programs of study.
- As we have professionals, we began to include support information for their integration into the Cyprus professional community.
- On-boarding is offered when instructors first start. In addition, many instructors who have participated in on-boarding programs are recruited to help with the orientation of new part- or full-time staff. The process of "see one, do one, teach one", further supports their understanding, but more importantly encourages engagement and investment into the program.

**2. Dyad Mentoring****Structure Meetings around the Survey on "Students Feedback on their Learning Experience" (SFLE)**

- Novice newly hired academic staff can actively be mentored by a senior member of the faculty or leader/line manager.
- Upon receipt of students' feedback/evaluations/surveys, a one-on-one meeting is scheduled to discuss the outcomes.
- While the meeting is designed around the students' feedback, it provides the opportunity for a mentor-mentee discussion that includes not only teaching, but also research, professional development and personal dilemmas, and/or goals.
- By planning the meeting aims to discuss teaching, research, development and personal dilemmas, and goals based on review of students' feedback outcomes, the new members are able to reflect on their personal development. The aim is not only to improve their teaching skills under close supervision, but to help the member become more engaged and invested, and ultimately satisfied.
- At the end of this programmed meeting, a form is co-signed that outlines the items discussed for teaching, research, professional development, etc., including:
  1. Observations/outcomes from students' feedback
  2. Goal-development

3. Goal-activity alignment.
4. Goal-time alignment.

### **3. Peer-Mentoring Model**

- Peer-groups form a critical basis of peer-mentoring. Peer-groups offer:
  1. Psychosocial support: friendship, confirmation, emotional support, empathy;
  2. Mutual professional development;
  3. Collaborative problem solving.
- Schools/Departments can support peer or near-peer mentoring by introducing new members into the networks of the School/Department. This is typically done, by putting new members into committees of the School or Department. Members can be rotated among different committees, until they find a network niche that they feel comfortable in (this part will take careful monitoring by the leadership of the Department/School.)
- Hence, the School/Department encourages peer mentoring by the construction of ad-hoc committees:
  1. This creates deliberate networks – giving a “jump-start” to individual networking;
  2. This creates common goals among the committee/network members;
  3. This ensures peer or near-peer mentoring by frequent meetings imposed by their roles in the committee.
- Finally, by participation in these committees, the newly hired academic staff is introduced and exposed to the other aspects of their duties.

### **Portfolios**

- An electronic portfolio system may include CV material, publications prizes, etc., but reflection and professional development outline as discussed with mentor and advisors.
- Mentoring is a crucial component for portfolio learning, as they assist not only in successfully compiling the information that goes in the portfolio, but also understanding outcomes and devising goals.
- A portfolio is a “living document” that includes both CV – type material, as well as reflection upon goals, key experiences, etc.
- The typical CV update material, included in a Portfolio are:

### **Contact Information**

### **Biographic Information**

### **Goals**

- Educational goals
- Professional goals
- Personal goals

## **Professional Development**

- Educational history
- Certifications
- Memberships
- Awards/recognitions
- Leadership

## **Achievements**

According to year & discipline  
e.g. End of placement report and feedback

## **Academic Courses**

- Courses taken by semester
- End of semester report and feedback

## **Service**

Professional service  
Community service  
Employer service

## **Conference Attendance**

## **In-Service Professional Development**

## **Scholarly Activity**

- Presentations
- Publications
- Research

## **Curriculum Vitae**

- The second section is designed as “reflective portfolio”, to support learning, personal growth and achievement.
- The aim is to be widely used in the assessment of professional learning, as it promotes individuals to review their outcomes and reflect.

## **Portfolios as a Mentoring Model**

- Self-Assessment of Professional Growth through Reflective Portfolios:
  - This involves establishing a critical reflection and learning plan (self-directed learning plan)
  - The portfolio will provide space for reflective pieces by each individual, to reflect on performance, set goals, etc.
  - By creating a safe and supportive environment for candid reflection, this will facilitate structured meetings with a mentor/leader, for feedback on experiences and goals by senior mentors.
  - This will also provide the opportunity to discuss development and design of strategic prompts, so that the individual can move forward in their career path.
  - Portfolios are also effective in promoting leadership development.
- Mentoring Portfolios

- Mentoring enhances the feedback process and stimulates reflection by individuals
- During individual meetings based on the portfolio, mentors, as well as mentees are stimulated by input to introduce subjects for discussion
- Individual meetings begin with highlight the main themes of the previous meeting, and formulating agreements for the upcoming period
- Small group (peer group mentoring) are useful for learning to discuss experiences, developing reflective skills and sharing experiences.



**School of Humanities, Social and Education Sciences**

**Ph.D. in Psychology**

**GUIDE**

## **1. Introduction**

This guide is based on regulations which apply to academic programs at the doctoral level that lead to the Doctor of Philosophy degree (Ph.D.), or as the Senate determines at European University Cyprus (EUC). The regulations stipulate the rules for admission, doctoral work, and submission of the Thesis/Dissertation and completion of the Ph.D. degree at EUC.

## **2. Objective of the Program leading to the Ph.D. Degree**

The Ph.D. in Psychology is a program of study that provides the opportunity to candidates to carry out research in a field of Psychology, choosing among, but not limited to, Clinical, Counseling, Developmental, Neuropsychology, School, health, Social Psychology and Research Methods in Psychology. The objective of the program leading to the Ph.D. Degree is to train candidates to be independent scholars and researchers, who can work at a local and an international level.

Specifically, the Ph.D. in Psychology has the following objectives:

### **GENERAL OBJECTIVES:**

- to provide the opportunity to candidates that fulfill the requirements to carry out research in the field of Psychology.
- to provide the opportunity to candidates that fulfill the requirements to plan research studies in the field of Psychology based on the ethical regulations and established deontology.
- to reinforce the research potential of Cyprus in the field of Psychology.
- to reinforce the applied activities in the field of Psychology (research, prevention, promotion of mental health) in the society of Cyprus.

- to contribute and reinforce the culture of research in the field of Psychology in Cyprus

#### **SPECIFIC OBJECTIVES:**

- to offer equal opportunities to the PhD candidates so as to obtain a specialisation in one of the research subfields in Psychology
- to offer to the PhD candidates the possibilities to create and assess research questions by applying the appropriate methods
- to deepen the knowledge of advanced statistic methods and necessary skills for carrying out a research project.
- to develop skills for understanding, planning, developing, organizing, carrying out and validating research projects
- to develop skills for the presentation of research products that will allow the PhD candidates to expose and support in an efficient way the findings of research projects in the broader research community (through conferences, congresses and publications)
- to develop the required knowledge and skills that will allow the PhD candidates to create new research knowledge in the field of Psychology

### **3. Content and Organization of the Program**

The Program comprises coursework, examinations and active research work under supervision.

The Program includes:

#### **i. Compulsory courses (30 ECTS)**

PSY 700 – Advanced Methods in Qualitative Research

PSY 705 – Advanced Methods in Quantitative Research

PSY 710 – Advanced Statistics

#### **ii. Comprehensive Qualifying Examination (10 ECTS)**

Comprehensive Examination

### **iii. Preparation and Submission of the Ph.D. research proposal (10 ECTS)**

Preparation, Submission and Presentation of the Ph.D. research proposal

### **iv. Independent research according to the approved Ph.D. research proposal (100 ECTS)**

Independent Research Project according to the approved Ph.D. project under the supervision of the established members of the teaching team

### **v. Writing, Submission and Public Presentation of the Ph.D. project (30 ECTS)**

Writing, Submission and Public Presentation of the Ph.D. project

## **4. Prescribed Duration**

The Program has a minimum duration of three (3) years and maximum duration of six (6) years with the possibility of an extension of maximum two additional years, if justified by a student's request and approved by the School, following a suggestion from the Supervisor. If the maximum time of study is exceeded, the Ph.D. student is not permitted to defend his/her Thesis/Dissertation. The School is to decide whether the maximum time of study has been exceeded.

During his/her studies, the student is obliged to register in the courses of the PhD program every fall and spring semester of each year (in a row) since his/her initial registration to the Program.

The grade I (Incomplete) is allowed:

1. For one (1) semester and only in cases when the student needs more time to complete the requirements of each course, whilst he/she continues to work in order to fulfill them.
2. During the second (2<sup>nd</sup>) semester of coursing the same course, the student will need to complete the Incomplete Extension Form, in order to obtain extension for one more semester (the last chance to have an extension) in order to fulfill the requirements of the course.

3. When the student is coursing the same course for a third (3<sup>rd</sup>) semester of coursing the grade F (fail) is assigned and the student needs to register to the course again.

## **5. Organized Coursework**

The organized coursework of the Program provides scientific, theoretical and methodological training. The School will ensure that all students are offered this high quality scientific/theoretical and methodological training. The organized coursework/seminars add up to work amounting to 30 ECTS. A Master's or equivalent degree in the area of the Program may exempt, partly or fully, the student from these specialization courses. The minimum passing grade in the coursework is 'C' or higher in accordance with EUC's grading system.

In addition to attending the specialized courses and seminars, all students are desired to attend, during their studies, at least four (4) scientific conferences / seminars, in Cyprus or abroad, concentrated in the discipline of their research interests and/or the area of their Ph.D. studies. In such occasions, the students are expected to present at least two (2) presentations (either oral, or in the form of a poster) with reference to their interests and/or the topic of their Ph.D. dissertation. In addition, the students are expected to complete at least one peer reviewed publication with their supervisor(s) and gaining teaching experience as teaching assistants in the Department.

## **6. Comprehensive Qualifying Examination**

The student is to take the mandatory Comprehensive Qualifying Examination after completing all coursework required for the Ph.D. in Psychology. A student, that for any reason has been exempted, partly or fully by any of the specialization course(s), is not exempted from the Comprehensive Qualifying Examination. The Qualifying Examination evaluates the ability of the student to work on a theoretical framework, to propose solutions to research and theoretical issues related to the area of specialization, and to access the skills aimed at by the various courses for students to develop and advance to the Thesis/Dissertation stage of the Program.

The Comprehensive Qualifying Examination is held twice a year, once during January/February and once during June/July, provided that there are PhD students that have applied for the examination. Each student has the right to choose the period that he/she wishes to sit the Examination, after informing the PhD Program coordinator until the 30<sup>th</sup> of November if he/she wants to sit the Examination on January/February and the 30<sup>th</sup> of April if he/she wants to sit the Examination on June/July. The student needs to send a written notification to the Secretary of the School's Postgraduate Programs with mutual notification to the Supervisor and the Program Coordinator.

The Comprehensive Qualifying Examination, prepared and evaluated by the Department's Faculty members who have taught courses in that area, will include three orientations:

- Qualitative Research Methodology
- Quantitative Research Methodology
- Statistics

The Comprehensive Qualifying Examination has two stages:

- The first stage is a written examination based on an essay that includes all three areas and can be either carried out as a 3-hour exam at the University's premises or as a written essay through the online platform of the European University Cyprus, or at home (in the last two cases the student submits the essay together with a declaration-see Annex III). The decision regarding the form of the Examination is taken exclusively by the examiners, after the necessary communication with the PhD Program Coordinator. The topics of the examination are prepared by the professors in charge of each of the 3 taught courses.
- The second stage is an oral individual examination with a duration of 20', which is based on the written examination answers and is held a week after its submission. The students are asked to provide extra information or alternative answers to the topics that have already answered in the written examination. This examination is held by a three-member committee that consists of the Supervisor, the Coordinator and another Full-Time Professor that is relevant to one of the 3 topics, or at best has taught

one of the courses, and is appointed by the Committee of PhD Studies of the School. The assessment of those two stages is held by the ad hoc committee. In order to pass the Comprehensive Qualifying Examination the student should pass all three areas of examination in the written and oral exam. Specifically, the student should obtain at least 70% in each area and in each stage (written and oral).

The student may initially pass one or two parts of the three-part Comprehensive Qualifying Examination. In that case, the student needs only to re-take the part(s) that s/he has failed. A student may take a particular part of the Comprehensive Qualifying Examination up to two times in total. In the case that the student fails for a second time in any of the three parts of the Comprehensive Qualifying Examination, he/she must interrupt his/her studies. Written verification is issued by the Dean of the School for the recognition of study up to that time.

After a student's successful completion of the Comprehensive Qualifying Examination, the Ph.D. student receives the status of "**Ph.D. Candidate**".

## **7. Thesis/Dissertation Proposal**

With approval from her/his Supervisor and the PhD coordinator the student may draft and submit a Thesis/Dissertation proposal at any time during her/his study period. The Thesis/Dissertation proposal should consist of two chapters of the thesis, namely the theoretical framework of the study and the methodology that will be followed. The research methodology that will be followed should comply with the University's Research Regulations/Policy, especially with regards to Ethics. The 'Ph.D. Candidate' presents this proposal during a meeting with the 'Supervision Committee'. The proposal is approved by the Committee, or it is referred for amendment/modification. The Committee submits the Program Thesis/Dissertation Proposal Approval Form to the pertinent School, for approval of the decision. The 'Ph.D. Candidate' may then continue with his/her Ph.D. research. The 'Ph.D. Candidate' can proceed to a Thesis/Dissertation defense, within a timeframe of six months or longer after a successful proposal defense. In the case of amendments/modifications to the

Thesis/Dissertation proposal, the 'Ph.D. Candidate' will be requested to resubmit his/her improved proposal, at a time specified by the Committee.

## **8. Supervision**

With the submission of the 'Ph.D. Candidate's' Thesis proposal, the School, following a suggestion brought forward by the Coordinator of the program, after a request has been placed by the Supervisor, in collaboration with the 'Ph.D. Candidate', appoints the 'Supervisory Team', consisting of the Supervisor(s) (minimum rank Assistant Professor) and up to two Co-Supervisor(s) (open rank). In the case that the Supervisor is an E.U.C. faculty member, one or both Co-Supervisors can be faculty members from another University (ies). Respectively, in the case that two Supervisors are appointed (one being an E.U.C faculty member and the other one being from another University), then one of the Co-Supervisors can be a faculty member from either E.U.C. or another University.

At least one member of the 'Supervisory Team' should have an area of specialization that has direct relevance to the student's proposed research program and/or the methodology that the Thesis will undergo. The 'Supervisory Team' as a whole should also include at least one member with previous supervisory experience.

## **9. Role of the Supervisor and the Supervisory Team**

The supervisor offers advice and guides the student to successful and timely completion of the Dissertation/Thesis. The focus of the supervisory relationship is shaping the research project, issues of analysis and focus, and the writing project. The supervisor will introduce the student to the world of academic life, and facilitate contacts with researchers to help with development of the thesis.

A) The supervisor will set one-to one meetings in a time agreed mutually by the student and the supervisor, and will hold a record of such meetings, and the student should submit a report to the Ph.D. Coordinator every six months regarding goals achieved and goals for the future.



B) Regarding the Dissertation/Thesis in each one of its steps, the Supervisor has to respond in a timely and thorough manner to written work submitted by the student, with constructive suggestions for improvement and continuation. The turnaround time for comments on written work should not normally exceed three weeks.

C) Finally, the supervisor needs to inform the student of any opportunities nationally and internationally of presenting and disseminating part of his/her work in the form of seminars, conferences and/or the publishing of academic articles.

The Co-Supervisors should assist any or all the meetings (as established by the student and the Supervisor) and should be informed thoroughly regarding the student's progress, assisting the whole process when considered necessary.

The student will meet with her/his supervisor and each of the members of the supervisory committee independently according to the needs of the student but will also meet with all the members of the supervisory committee, as well as the PhD coordinator, at least once each semester to discuss the learning experience of the student including the student's progress and overall satisfaction.

## **10. Thesis/Dissertation**

The Thesis/Dissertation must be an original and independent scientific work of international standard. It will be a high quality scientific and academic work in terms of formulation of the issues it addresses, precision of terminology, methodology, theory and empirical foundation, documentation and means of presentation. The Thesis/Dissertation must contribute towards developing new scientific knowledge and is to be of a standard that is appropriate for publication as part of the literature in its discipline. A Thesis/Dissertation cannot be submitted by more than one candidate. Also, even if a piece of work may have been revised, it cannot be submitted as Thesis /Dissertation, or as part of a Thesis/ Dissertation, for a Ph.D. degree if it has already been approved or rejected by another university. The Thesis/Dissertation may be written in Greek or English language.

## **11. Originality**

Each part of the Dissertation/Thesis should be uploaded to a plagiarism-detection system (turnitin). This system produces a matching report that highlights any areas of significant similarity between submitted work and other published documents. The matching report will then be reviewed by the Supervisor, in order to check the originality of the content. Also, the collected data will be checked through specialized software such as the specific methods offered by the Statistical Program for Social Sciences (SPSS) in order to make sure that there is no data fabrication, falsification or irregular manipulation. The Ph.D. Candidate is bound to the EUC Internal Regulations on Academic Ethics and Students' Discipline. In the case of fraud, collusion, data fabrication or detection of other dishonesty, the case will be referred to the Senate for further action that may include academic suspension or expulsion.

## **12. Reporting**

During the writing period of research and the Thesis/Dissertation, the 'Ph.D. Candidate', in collaboration with the 'Supervisory Team', is expected to submit written reports to her/his Supervisor and/or Co-Supervisor(s), whenever requested by the Dean after consultation with the Program Coordinator. The 'Supervisory Team', under the Supervisor's direction, cooperates and meets regularly, in coordinating and assessing the 'Ph.D. Candidates' progress.

## **13. Submission of the Thesis/Dissertation**

On completing the Thesis/Dissertation, the Candidate submits the final copy to the Supervisor, who is responsible for evaluating the Thesis and for indicating whether or not it is in a state to undergo a public defense. The Supervisor consults with the Co-Supervisor(s), in issues concerning their competence/specialization. At this point the Supervisor should implement a checklist of completed work, which will be prepared by the pertinent School.

If the Supervisor believes that a Thesis/Dissertation may be presented at a public defense, she/he notifies the pertinent School. The School requests the 'Ph.D. Candidate' to submit the appropriate application, one copy of her/his Thesis and five additional copies (for distribution to the Ph.D.) Adjudication Committee). If the

Thesis/Dissertation is accepted for public defense, additional copies could be requested by the School.

The Thesis/Dissertation can be submitted in an approved standard format but students can also choose to write their dissertation in the format of a coherent set of publishable standard/published manuscripts, preceded by an Introduction Chapter setting the stage for the research project and a Discussion Chapter summarising overall findings resulting from the Ph.D. work. The Candidate is given written guidelines on the format of the Thesis (see Annex II).

Once submitted, a Thesis/ Dissertation cannot be withdrawn until a final decision has been reached as to whether or not it can be approved for defense of the Ph.D. Degree. After submission, the 'Ph.D. Candidate' can only make corrections of a formal character, and an *errata* sheet detailing all such corrections must be submitted four weeks before the date of the public defense. The public defense is to be held within two months, at the latest, of submission of the Thesis/Dissertation.

#### **14. Appointment of a Ph.D. Adjudication Committee**

Once the Thesis/Dissertation is submitted, the Supervisor, in collaboration with the 'Ph.D Candidate', requests the appointment of a 'Ph.D. Adjudication Committee' (via the 'Ph.D. Adjudication Committee' Appointment Form). The School, after reviewing the opinions of the pertinent Ph.D. Coordinator and Department, appoints a 'Ph.D. Adjudication Committee' based on the 'Ph.D. Candidate's' and Supervisor's proposals.

The Committee will consist of at least three members: (i) one Faculty member within the School, who has not formally assisted the student with the Thesis/Dissertation, and will serve as Chair of the Committee; (ii) one Faculty member from another University. Both (i and ii) members should have an area of specialization related to the student's proposed program of research; (iii) one Faculty member from another School/Department of the University; (iv) in the case that it is deemed necessary that the Committee should consist of more than three members, the remaining members must also be independent and cover both the student's research field/discipline, as

well as various other required fields/disciplines, such as: the research methodology. All members of the Committee should hold the minimum rank of Assistant Professor. Regardless of the above Committee composition, a Faculty member in the position of Lecturer can participate as an 'observer'. That member may to put questions and participate in the discussion but may not vote.

## **15. Public Defense**

Since the defense is open to the public it should be widely advertised in the EUC community, at least seven working days prior to the meeting for the defense. The proceedings in the public defense are chaired by the Chair of the 'Ph.D. Adjudication Committee'. The Chair gives a brief introduction. Then the 'Ph.D. Candidate' defends his/hers Thesis/Dissertation. After this the members of the 'Ph.D. Adjudication Committee' may address relevant questions to the Candidate. Other persons present, who wish to participate in the discussion, must give notice of this to the Chair before the expiry of the determined time limit that is announced at the start of the proceedings.

After the completion of the discussion, the Chair asks the 'Ph.D. Candidate' and all participants to exit the room, and the 'Ph.D. Adjudication Committee' has a brief discussion about its decision. The Ph.D. Candidate's Supervisor may participate in this discussion, as well as the 'Ph.D. Candidate', in the case that the Committee deems it necessary, in order to provide any relevant information to the 'Adjudication Committee', and then exits the room after the discussion is concluded. Then the Committee proceeds to take its final decision (that is, 'pass as is', 'pass with minor revisions', 'pass with extensive revisions', 'unsatisfactory'). After reaching an agreement, the Committee announces its decision to the Candidate.

In case of an 'unsatisfactory' Ph.D. Thesis /Public Defense, a copy of the report is given to the 'Ph.D. Candidate' as soon as possible. The 'Ph.D. Candidate' may submit written comments to the members of the 'Ph.D. Adjudication Committee' no later than fourteen days after receipt of the report. These comments of the Candidate must be considered by the 'Ph.D. Adjudication Committee' before the School reaches a formal

decision. Likewise, if the 'Ph.D. Candidate' has no comments, she/he must still notify the School immediately.

The School cannot reject a unanimous Committee report. If there is dissent in the Committee or if the School feels that there is reason to doubt whether the Thesis/Dissertation can be accepted or not, the School is to appoint two independent Professors, who are to submit independent reports within six weeks, and the School is to decide on the matter.

After the final version of the Thesis/Dissertation is accepted, the 'Ph.D. Candidate' is requested to submit a copy of the Thesis/Dissertation to the European University's Library (and to all University libraries in Cyprus).

#### **16. Conferment of the Ph.D. degree**

The School will decide whether or not it can confer the degree of Doctor of Philosophy (Ph.D.) on the 'Ph.D. Candidate' on the basis of the report from the 'Doctoral Adjudication Committee'. In the case that the 'Ph.D. Candidate' cannot be awarded the degree of Doctor of Philosophy for any reason, then she/he is issued with a written verification by the Dean of the School. The School decision must be approved by the Senate. It should be noted that the awarded Ph.D. title is provisional/conditional, for at least three years. A successful Candidate will then be conferred with a Ph.D. degree at the next EUC Degree Congregation.

## **ANNEX I.**

### **COURSES SHORT DESCRIPTION**

#### **PSY 700 – Advanced Methods in Qualitative Research**

The course is designed to familiarize students with advanced qualitative methodological approaches in Psychology. It also aims to study the philosophical underpinnings of qualitative research and of basic forms of qualitative research through the formulation of research objectives and questions, methods for collecting various types of qualitative data, organizing and analysis of data and extracting patterns and emerging issues through the use of qualitative data analysis software. At the same time, it aims to develop students' critical skills to interpret and evaluate published qualitative research papers from various fields of Psychology.

#### **PSY 705 Advanced Methods in Quantitative Research**

The course aims at the development of doctoral students' profound understanding and appreciation of the philosophical underpinnings and main principles underlying quantitative research, and of the relation between quantitative and qualitative research paradigms. It also aims at acquainting students with various statistical methods, and with how these could be exploited to investigate psychological phenomena and issues. At the same time, the course aims to provide doctoral students with the knowledge and skills required to pose research questions requiring a quantitative approach, to collect data, to record and analyze empirical data using appropriate statistical software packages and techniques, and to interpret and present the results of a statistical analysis in a research report. Finally, the course aims to develop doctoral students' ability to critically interpret and evaluate quantitative research studies in the field of Psychology.

#### **PSY 710 – Advanced Statistics**

The course aims to perform an analytical presentation of variables types, statistic methods and models that aims to provide students with the skills to apply statistical methods and evaluate the results of research designs in the field of Psychology. The Ph.D. candidates will be trained in the use of simple and complex statistical methods so as to be able to describe, interpret and use research results as well as apply such methods to their own research.

## ANNEX II

### GUIDELINES FOR THE PREPARATION OF THE Ph.D. DISSERTATION

#### **Technical requirements of the Ph.D. Dissertation/Thesis:**

**Binding:** The thesis shall be bound in strong, waterproof cloth/bound in covered solid. The binding shall be of a fixed kind in which leaves are permanently secured. The boards shall have sufficient rigidity to support the weight of the work when standing upon a shelf.

**Length:** The Dissertation/Thesis length should not normally be more than 100,000 words.

**Structure.** The Dissertation/Thesis must be divided into chapters and paragraphs (and if necessary into sub-paragraphs), all of which must be enumerated in the following sequential fashion: 1, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1,2.2; 2,2.1, etc.

**Paper format:** standard A4 format and same margins (e.g. 2.5 cm, top/bottom, right/left).

**Size & line spacing:** The text should be in 12-point character and double-spaced lines.

**Pagination:** Pages must be numbered. The final copy will be double-sided so blank pages must be inserted where necessary in order that new chapters, sections, bibliography etc. fall on the right hand side, on an odd-numbered page.

**Tables & pictures:** Tables, graphs and images are inserted directly where they belong in the text. Tables must be on one page, not divided across different pages.

#### **Structure and organisation of the Dissertation/Thesis**

The full Ph.D. Dissertation/Thesis must consist of the following parts:

**Front Page:** the name and logo of the institution, the title of the thesis, the full name of the candidate and the month and year of completion of the Dissertation.

**Cover page:** the name of the institution, the title of the thesis, the year of enrolment, the first name(s) and family name of the supervisors, the name of the candidate and the academic year in which it is to be presented.

**Signatures page:** A separate page with the full names and the signature of the candidate and the supervisors.

**Doctoral Adjudication Committee approval:** The full names of the Adjudication Committee Members are presented in a separate page, which is signed after the completion of the Public Defense.

**Acknowledgments** to any sponsor(s) of the research contained in the paper, along with grant number(s) if applicable, and/or any parties involved/contributed to the research process e.g. organisations, specialized academics etc.

**Originality and authorship declaration:** A separate page with declaration of the originality of the work signed by the Ph.D. candidate as the one and only author. Also, the student has to declare that he/she has not submitted the Dissertation or part of it to any other University before.

**Outline:** Containing the content of the Dissertation/Thesis in chapters and paragraphs with the corresponding page numbers.

**Abstract:** Containing a brief description (Max. 2 pages) of the objectives and the results of the research and discussion. Up to six keywords should be listed below the abstract.

In case that the student chooses to follow a compilation format, then a general abstract for the whole thesis as well as an abstract for each part of the compilation should be included.

**Main body:** consisting of Introduction, Methodology, Results, Discussion and Conclusions (see details below). In case that the student chooses to follow a compilation format, then a main body for each part of the compilation could also be included. (see details below).

**List of References:** Containing a complete list of works consulted and referred to in the text as set out in point 2.6 above. The bibliographical references should follow the APA Format 7<sup>th</sup> Edition

**Appendices:** Containing detailed information of the various aspects of the empirical research and how it was compiled (e.g. a copy of the instructions and explanations relating to the research participants, the materials and/or the methodology of the experimental part, the questionnaires employed, tables with raw data, transcriptions of audio material and or video recordings etc. A copy of the Turnitin report must be also attached at the appendix to ensure originality of the content.



## Dissertation/Thesis Content Breakdown

**Introduction:** This section must cover the up-to-date relevant literature (domestic and international) that is directly pertinent to the aims of the study undertaken and the theory or theories to which reference is made. In particular in this section the problem addressed by the research must be explained, and it is necessary to present an exhaustive reasoned and critical review of the studies that the Ph.D. candidate has consulted that have contributed to the definition of the hypothesis and method of the empirical research. It is necessary always to cite all the authors and studies upon which the project is based.

**Objectives and hypotheses:** This section should clarify, on the basis of the current state of knowledge, how the empirical research may contribute to knowledge of the argument to be addressed, constructing a thorough justification for the novelty the Ph.D. Dissertation/Thesis aims to offer. This part should end by illustrating explicitly the objectives and the hypotheses.

**Method:** This section should aim to describe as precisely as possible what has been undertaken during the course of the research. The scope of this part is twofold: First, the objective is to put the reader in the position of precisely understanding the research in all its essential aspects; (subject matter, instruments/tools, time-scale, variables, analyses, etc.). The second objective is to put the reader in the position of being able to assess the validity of the reported conclusions and the method used to achieve them. This part can also be outlined in the subsequent paragraphs, in which the relevance of the methodology employed in the research must be explained (experiments, observations, simulations, archive data, tested data, etc.):

**Research participants:** Describe how many research participants have been contacted, how they were found and selected. Describe their characteristics, in particular those that are of relevance for the work in hand (e.g. age, sex, etc.).

**Instruments/ Tools:** Describe the characteristics of the tools employed to gather the data and measure the variables.

**Procedure:** Describe the **Ethical Procedures** for obtaining permission to carry out the research project. Describe the characteristics relevant to the research context (e.g. time,

location, infrastructure supporting the research, collaborative research team if any, etc.). Describe the duration of the data collection, the circumstances given during the data collection, the administration of consent form, information sheet and debriefing. Describe the sequence of the following phases used to compile the empirical data: namely what was done (e.g. the administration of the questionnaire) and how it was carried out (e.g. in groups, individually, auto-administration, clinical interviews etc.).

**Variables:** Describe the variables considered in drawing up the research, indicating where necessary the significance attributed to each one of those where a hypothetical relationship exists (e.g. independent and dependent, etc.).

**Analyses of the data:** Describe the procedure used to obtain the results. In particular describe any calculations of indicators used starting from the raw data and /or describe the statistical analysis used (also the type of software). The details of the techniques employed must be described in this section and not in the section dedicated to presenting the results.

**Results:** Describe what resulted from each one of the proposed objectives or of the defined hypotheses. It is important to describe the most important results and significance through the presentation of the collected empirical data, organised in tables and /or graphs. The statistically significant results must be supported by evidence with their level of significance.

**Discussion:** In this section it is necessary to explain the relation between the results obtained and the introduction/background theory and the hypotheses upon which the research is founded. It is necessary to explain the theoretical significance of the results obtained (having already described the details in the preceding chapter) underlining whether they confirm - or not - or at least part of the defined hypotheses and commenting on them in relation to the results obtained by other authors. It is important to try to highlight the weaknesses as well the strengths of the research. Include also a part with practical implications of the results.

**Conclusions:** This part should synthesise the contribution to the knowledge about the subject developed in the introduction and any potential for the further development and /or application in the field of research.

**DECLARATION FORM**

I \_\_\_\_\_ with Registration Number \_\_\_\_\_  
having in mind the consequences of false declaration hereby declare that what is  
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Date

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**PROGRESS REPORT OF A Ph.D. CANDIDATE FORM**

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Semester: \_\_\_\_\_

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Registration number: \_\_\_\_\_

Date of starting the Program: \_\_\_\_\_

Program: \_\_\_\_\_

Date of meeting with the Supervisor: \_\_\_\_\_

Thematic Area of the Ph.D. Dissertation: \_\_\_\_\_

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\_\_\_\_\_

Progress carried out in the current semester .....

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Progress Schedule of the Ph.D. Candidate in cooperation with the Supervisor for the Semester .....

\_\_\_\_\_  
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Ph.D. Candidate (NAME)

(SIGNATURE)

(DATE)

Supervisor: (NAME)

(SIGNATURE)

(DATE)

Ph.D. Program Coordinator:(NAME)

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**APPROVAL OF THE Ph.D. PROPOSAL FORM**

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With this document it is certified that:

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\_\_\_ B. the proposal and the research design presented are suitable for the execution of the Ph.D. dissertation, with the condition of the execution of the changes mentioned in the attached document, upon the agreed approval of the Supervisory Team

\_\_\_ C. the proposal and the research design presented are not suitable for the execution of the Ph.D. dissertation upon the agreed approval of the Supervisory Team. The Team requests that the Ph.D. Candidate will review the proposal and will resubmit it again for new evaluation.

**Members of the Supervisory Team**

Supervisor: (NAME) (SIGNATURE) (DATE)

\_\_\_\_\_

Co-Supervisors \_\_\_\_\_

\_\_\_\_\_

Ph.D. Coordinator

\_\_\_\_\_

Department Chairperson \_\_\_\_\_

School Dean \_\_\_\_\_

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Program: \_\_\_\_\_

Title of the Ph.D. Dissertation: \_\_\_\_\_

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With this document I submit my Ph.D. Dissertation for examination (in 5 copies-soft binding)

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\_\_\_\_\_

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**School of Humanities, Social and Education Sciences**

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Program: \_\_\_\_\_

Title of the Ph.D. Dissertation: \_\_\_\_\_

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With this document the School is requested to appoint an Examination Committee for the examination of the above-mentioned Ph.D. Dissertation

Supervisor: (NAME) (SIGNATURE) (DATE)

\_\_\_\_\_

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\_\_\_\_\_

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**School of Humanities, Social and Education Sciences**

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With this document we certify that:

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\_\_\_ C. According to the opinion of the Examination Committee, the Dissertation fulfills the established standards with the condition that the required major changes (see attached document) will take place

\_\_\_ D. According to the opinion of the Examination Committee, the Dissertation does not fulfill the established standards (for details see attached document)

Additionally, the Committee recommends the re-examination of the Ph.D. Dissertation after at least three months, based on the established schedule that the candidate will arrange with his/her Supervisor.

Committee Chairperson (NAME) (SIGNATURE) (DATE)

\_\_\_\_\_

Members of the Committee

(NAME) (SIGNATURE) (DATE)

Member 1 \_\_\_\_\_

Member 2 \_\_\_\_\_

Ph.D. Coordinator \_\_\_\_\_

Department Chairperson \_\_\_\_\_

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**Originality and Authorship Declaration Form**

I \_\_\_\_\_ hereby declare that:

- This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration, except as specified in the text or acknowledgements.
- I further state that no substantial part of my dissertation has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification or any other University or similar institution except as specified in the text
- It does not exceed the prescribed word limit as established for the Ph.D. Dissertation/Thesis

Signature and Date

---

**Doctoral Adjudication Committee Approval Form**

We hereby declare the approval of the Ph.D. dissertation defended publically by the Ph.D. candidate \_\_\_\_\_

**Committee Chairperson (NAME)**

**(SIGNATURE)**

\_\_\_\_\_

**Members of the Committee**

**(NAME)**

**(SIGNATURE)**

**Member 1**

\_\_\_\_\_

**Member 2**

\_\_\_\_\_

**Date of Public Defense**

\_\_\_\_\_

