

Doc. 300.1.2

Date: 03/02/2026

Higher Education Institution's Response

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **Programme of study Name (Duration, ECTS, Cycle)**
In Greek:
Ψυχολογία (4 Έτη/240 ECTS, B.Sc.)
In English:
Psychology (4 Years/240 ECTS, B.Sc.)
- **Language(s) of instruction:** English and Greek
- **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 2nd 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 by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It is recommended that the programme adequately monitors the future career paths of the students, especially given the increased uptake on the M.Sc. programme</p>	<p>We thank ECC for its comment, and we acknowledge the importance of systematically monitoring the future career paths of our students. To address this, we will collaborate with the Alumni Office and request an annual report on our graduates’ professional trajectories. Although we currently receive informal feedback from students and graduates regarding their career paths, we recognize the need for a more structured and consistent approach.</p> <p>Additionally, based on the EUC Employability Survey 2024, 72% of psychology students who participated in this survey mentioned that they are working. Additionally, half of them were already enrolled in graduate studies, whereas few alumni students mentioned that they were planning to enroll in graduate studies in the next year. Regarding their career path, one mentioned that is working as a psychologist, whereas the remaining participants stated that are working in different sectors (please see Annex I and Ia). Specifically, in Annex I you will find details about the employability of EU students, and you can see in slide 13 and 15 per degree how many students are employed or not. Please refer to Psychology</p>	<p>Choose level of compliance:</p>

	<p>students' conventional degree). Having said this, it is important to acknowledge that Cypriot citizens are not eligible to work as a psychologist only with a bachelor's degree in psychology. Therefore, it was expected not mentioning that are working in related career. However, as the majority of them mentioned that were enrolled in postgraduate studies, this showing that they do want to be registered as psychologists.</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
<p>Physical teaching spaces are relatively limited across the institution, occasionally restricting flexibility in delivery methods and group activities; future planning might include the protection of spaces for the Psychology programmes to ensure that the student experience is not impacted.</p>	<p>We thank the ECC for its important recommendation. We acknowledge the Committee's observation regarding the availability of physical teaching spaces. While the allocation and management of teaching facilities fall under institutional governance rather than programme-level decision-making, we, as a Department, formally communicate this recommendation to the University administration. The Department advocates for the prioritisation and protection of appropriate teaching spaces for the Psychology programmes to support flexible delivery methods and group-based learning activities.</p>	<p>Choose level of compliance:</p>
<p>Where a practicum is implemented, careful attention should be given to matters of placement, supervision, legal safeguards, and student safety.</p>	<p>We thank the ECC for its valuable feedback. All matters relating to placement selection, supervision arrangements, legal safeguards, and student safety are carefully considered and are formally documented in the Programme's Practicum Guide (please see Annex II). Specifically, in Annex II you can find details on Practicum Agreement and the description on how students can find a placement, the procedures on how this placement must be approved by practicum coordinator and the signed agreement that they sign with the organization. Please see pages 3, 5, 6). The Guide</p>	<p>Choose level of compliance:</p>

	<p>provides clear procedures and responsibilities for students, placement providers, and supervisors, ensuring that the practicum experience is delivered in a safe, structured, and ethically sound manner. In addition, the course coordinator of practicum assesses all the placements before students attend. Supervision is provided throughout the semester from both the clinical supervisor in the field and the course coordinator. Moreover, a signed consent form is provided to the field and signed by both the manager and the clinical supervisor in order to ensure that all legal safeguards are considered. Finally, it is important to mention that our B.Sc. Psychology students are allowed to participate only in specific activities (i.e. shadowing, brief screening, observation) acknowledged by Psychologists Registry Board (www.seps.org.cy)</p>	
--	--	--

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Increase the proportion of full-time permanent staff to enhance continuity, research integration, and leadership capacity.</p>	<p>We thank ECC for its comment. We acknowledge the Committee's recommendation regarding the proportion of full-time permanent academic staff. The Department has planned the appointment of two additional full-time permanent faculty member in Spring 2026, one allocated for B.Sc. Psychology, which will strengthen continuity, research integration, and leadership capacity within the Programme. Following this appointment, the Department will further review staffing needs and engage in discussions with the University to explore the potential for additional permanent positions, in line with programme development and institutional planning processes.</p>	<p>Choose level of compliance:</p>
<p>There is further scope to strengthen mentoring and structured support for early-career staff to develop their research profiles and scholarly outputs.</p>	<p>We acknowledge the Committee's comment. A formal mentoring scheme is already in place, whereby all newly appointed academic staff, including both full-time and part-time faculty, are assigned an experienced faculty member as a mentor (please see Annex III). Specifically, you will find in pages 2 and 3 details of the premises of our mentoring scheme and the way our mentoring model works). This mentoring arrangement supports early-career staff in developing their research profiles and scholarly outputs.</p> <p>The Department will continue to review and strengthen this scheme to ensure it effectively meets the evolving needs of early-career academics.</p>	<p>Choose level of compliance:</p>

<p>Ensure teaching workloads allow adequate time for research and professional growth.</p>	<p>We thank the ECC for its comment. We acknowledge the Committee's recommendation. Teaching workloads are allocated in accordance with the European University Cyprus THR policy, which is designed to ensure an appropriate balance between teaching, research, and professional development (please see Annex IV, section 7, pages 26 – 28). In this section you will find details of the categories that are included in this scheme and how they can be deducted from teaching workload). Specifically, full-time employees can redeem points (that gets from research activities) to get less workload and have more time for research. This policy provides the institutional framework that governs how academic staff duties are allocated and managed, with the aim of ensuring balance, quality, and sustainability across teaching, research, and service. Additionally, regarding professional growth, our university has a Faculty Professional Development course where all staff gets ongoing provision of faculty development seminars and courses.</p> <p>The FPD Series is run by the EUC C.I.Q.A. Faculty Professional Development Standing Committee which runs under the Office of the Vice Rector of Academic Affairs.</p>	<p>Choose level of compliance:</p>
<p>Continue to support staff engagement in international collaboration and professional training to enhance excellence in both academic domains.</p>	<p>In response to the External Evaluation Committee's recommendation to continue expanding collaborative research and international partnerships in order to enhance the Department's academic visibility and impact, the Department has already taken significant and strategic steps.</p>	<p>Choose level of compliance:</p>

	<p>Faculty members actively participate in numerous COST (European Cooperation in Science and Technology) Actions, which provide robust platforms for international networking, interdisciplinary collaboration, and research innovation. These engagements strengthen long-term research partnerships and substantially increase the likelihood of securing competitive external funding, including Horizon Europe grants.</p> <p>To support and sustain these activities, the Department's management allocates a dedicated annual budget to fund public engagement initiatives and to support faculty participation in peer-reviewed international conferences and Scopus-indexed publications. This financial commitment ensures that research output and outreach activities remain visible, impactful, and aligned with the Department's strategic objectives.</p> <p>Further strengthening collaborative research capacity, the newly established Psychology Unit will be integrated into the School's Center of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities (SoSocietAtH). This Center promotes active collaboration among researchers, practitioners, and the wider community, fostering interdisciplinary excellence and meaningful social impact. Through this inclusion, the Department aims to: (a) position psychology research within broader interdisciplinary frameworks, (b) enhance the visibility of staff expertise and research output through</p>	
--	--	--

	<p>collaborative initiatives, and (c) attract scholars, postdoctoral researchers, and doctoral candidates aligned with the Unit's research priorities.</p> <p>In direct response to the Committee's recommendation, the Department will also offer a specialized faculty training session on 10 February 2026 focused on national and international funding opportunities. This training will introduce faculty to strategic tools and initiatives that support competitive funding applications, including brokerage events, the Horizon Hop-On Facility, Bridge to Horizon, and COST Actions. To ensure continuous access to relevant funding information, faculty members will be encouraged to subscribe to the national Research and Innovation Foundation (RIF) newsletter, enabling timely awareness of funding calls, networking opportunities, and related developments.</p> <p>Finally, at the institutional level, the University plans to offer additional targeted training aligned with the Committee's recommendations. These will include workshops on novice proposal writing, networking and collaboration development, Erasmus+ funding opportunities, and the effective use of AI tools in research proposal preparation. Collectively, these initiatives demonstrate a coherent and sustained commitment to expanding international collaboration, strengthening research capacity, and enhancing the Department's academic visibility and impact.</p>	
--	---	--

	<p>In addition, the Department has developed its own AI Policy, aimed at promoting the ethical and responsible use of AI in learning and assessment (please see Annex V). Specifically, in pages 1 – 3 you will find details of what misuse of AI is defined and the procedures instructors may follow). The policy provides clear guidelines for students on acceptable AI use and guidance for instructors on identifying potential academic misconduct and designing assessments that reduce opportunities for malpractice, particularly.</p> <p>Following the Committee's recommendations, the Department has also implemented a targeted training session for academic staff: This training session focused on Blackboard (BB) Analytics (02/12/2025), and on the use of data-driven insights to monitor student engagement and inform improvements in teaching and assessment design. Faculty were also encouraged to review related training materials available through the Faculty Professional Development portal.</p>	
--	---	--

4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The Committee suggests that the Department more systematically analyze attrition rates and delay status across semesters of the B.Sc. to develop strategies to minimize attrition and graduation delay.</p>	<p>We thank ECC for its comment, and we acknowledge the importance of analyzing attrition rates.</p> <p>We would like to inform you that EUC invest on a better system for monitoring and receiving administrative data for our students, therefore they introduced SIS Student Information System where administrators have better visibility on students' profiles and have access to more data which give them the opportunity to help students for adjustment and/or financial issues.</p> <p>Additionally, from academic perspective we have the Low GPA policy which aims to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects (please see Annex VI). Specifically, in pages 1 and 2 you will find the steps that are followed by students' advisors, program coordinator, chair of the department and the dean of the school).</p> <p>Moreover, at EUC we realize that for some students' financial aid can greatly affect their studies. For this reason, our advisors at the Student Advising Center provide all relevant information on aid and scholarships that students can get, and our Financial Aid Office provide flexibility on financial issues.</p>	<p>Choose level of compliance:</p>

	<p>Lastly, the Center of Applied Psychology and Personal Development offers psychological and counselling services to the members of European University Cyprus (EUC). The Center was established to promote Prevention, Assessment and Therapy and provide these services to the members of EUC (staff and students) free of charge. These services are current offered to conventional students. More specifically, the center offers sessions to address academic stress, loneliness, isolation and lack of motivation which seem to be the most common problems that students face.</p>	
<p>Likewise, the Department could map B.Sc. students' educational and employment pathways and analyze these to strengthen the programme and provide students and applicants to the programme with more knowledge of their future possibilities.</p>	<p>We thank ECC for its comment. EUC conducts an employability survey every year as part of its Career Center activities. This survey aims to determine how many graduates find work — and <i>how quickly</i> — after finishing their studies, especially in fields related to their degree. This helps the university understand the real-world success of its programs. Additionally, it aims to gain insights into graduates' career paths, the relevance of the skills they learned, and how well academic programs prepared them for the job market.</p> <p>Based on the latest version of this survey (please see Annex I), seven Alumni of the Psychology programme participated in the survey, of whom five were employed.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The Committee recommends that the current high level of student support is maintained, also bearing in mind the rising number of students in the various programmes.</p>	<p>We welcome the Committee's recommendation, and we acknowledge the importance of maintaining the current high level of student support as student numbers increase. Student support is monitored through a combination of quantitative indicators, qualitative feedback, and formal review processes, at both departmental and institutional level. The adequacy of student support is monitored through enrolment, academic advising and supervision loads, student feedback mechanisms, and regular departmental review meetings. As student numbers increase, these indicators inform planning discussions with University services to ensure that academic support remains effective and responsive.</p>	<p>Choose level of compliance:</p>

6. Additional for doctoral programmes
 (ALL ESG)

N/A

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

7. Eligibility (Joint programme)
 (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	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>The B.Sc. and M.Sc. programmes both adhere to the international standards for programmes in Psychology. Courses are taught by a combination of full-time staff and scientific collaborators (external, part-time staff) and include assessment based on attendance, assignments and final exams. The Committee particularly appreciated the opportunities for internship and practicum, as well as the empirical bachelor and master theses as strong course elements as these support the development of practice-based reflection on relevant psychological concepts and research competencies.</p>	<p>We thank ECC for its remark.</p>	<p>Choose level of compliance:</p>
<p>The programmes that are provided by the Department are dedicated to community service and social responsibility, integrating these values into its educational mission. Students are actively encouraged to engage with broader societal challenges and contribute meaningfully to their communities, developing a sense of civic engagement alongside their academic pursuits.</p>	<p>We thank ECC for its remark.</p>	<p>Choose level of compliance:</p>
<p>The Committee finds that the staff for both the B.Sc. and M.Sc. are strongly engaged with their teaching, apply relevant teaching methodologies and engage in research-informed teaching at the university level. The Committee noted that the high</p>	<p>We thank ECC for its comment. Please refer to the answers for comment 3.1, 3.2, 3.3, and 3.4 on the areas of improvement.</p>	<p>Choose level of compliance:</p>



<p>reliance on external part time instructors (scientific collaborators) was well-thought through and carefully structured. However, the quality of research-based teaching would likely benefit from more full-time staff and more senior-level staff (e.g., full professors) actively engaged in international level research.</p>		
--	--	--



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Eleni Epiphaniou	Department Chairperson	
Dr. Constantina Demetriou	Programme Coordinator, Psychology (4 years/240 ECTS, B.Sc.) Conventional	 Constantina Demetriou (Feb 3, 2026 11:00:11 GMT+2)

Date: 03/02/2026

European University Cyprus

Employability Survey for the 2023 Academic Year

November 2024

The survey was conducted by Symmetron Market Research for the European University Cyprus

Time Frame

Data collection run through September-October 2024

Sample Size and Characteristics

A total of 770 effective interviews were conducted amongst 976 EUC's alumni (2022-2023) who have consented to participate in surveys and have correct contact information . The response rate is 79%.

Data Collection Method

The interviews were conducted by telephone using a structured questionnaire.

Questionnaire

The questionnaire comprised 24 questions. The average length of interview was 11 minutes.



I. Universe and Sample Structure



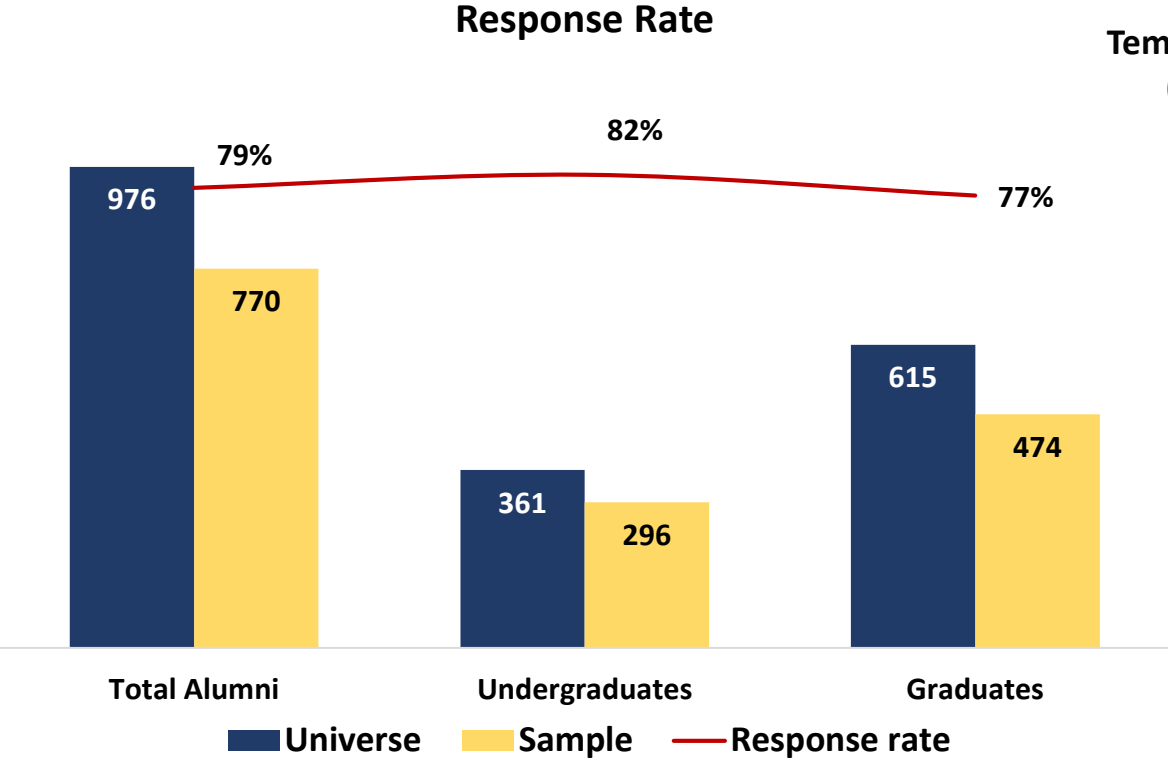
Universe and Sample Size

EUC 79% Response rate

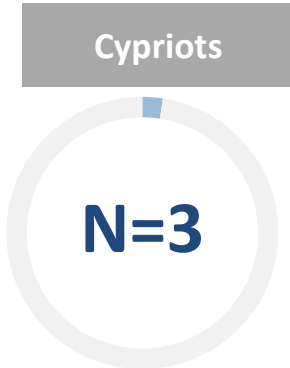
- 82% among undergraduates
- 77% among graduates

Analysis of Response Rate

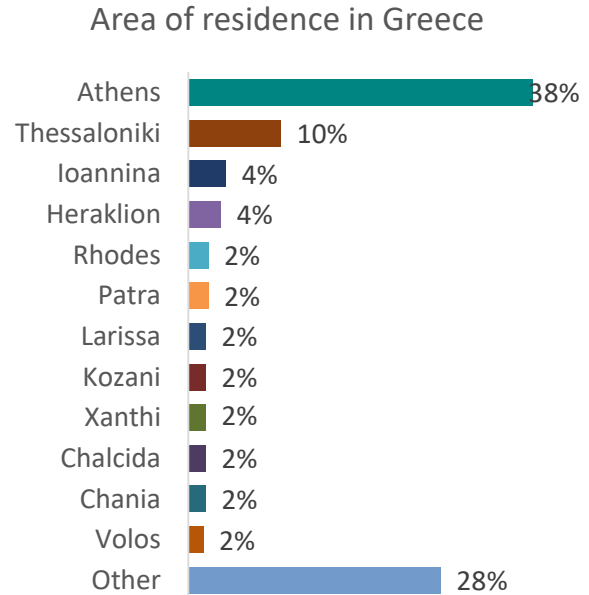
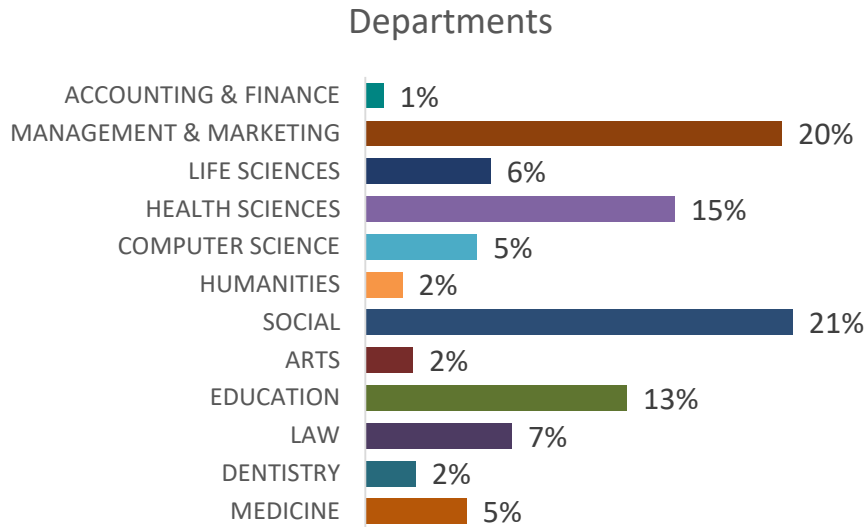
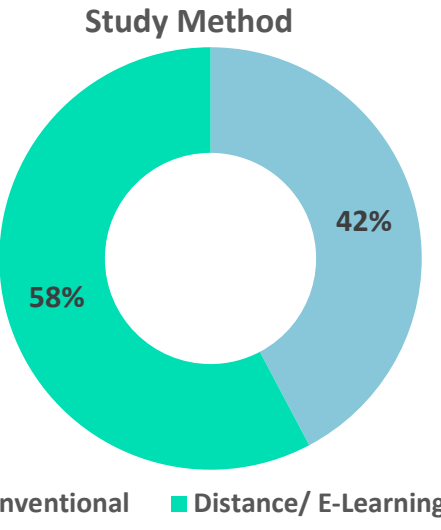
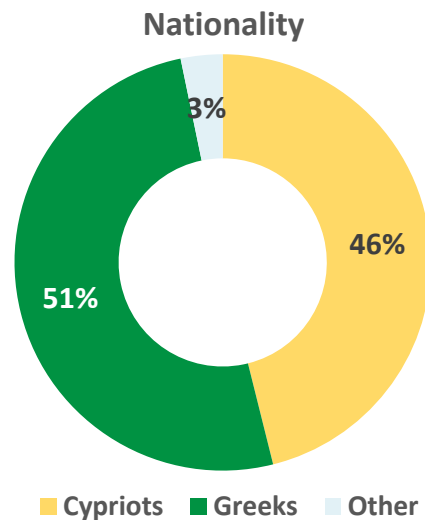
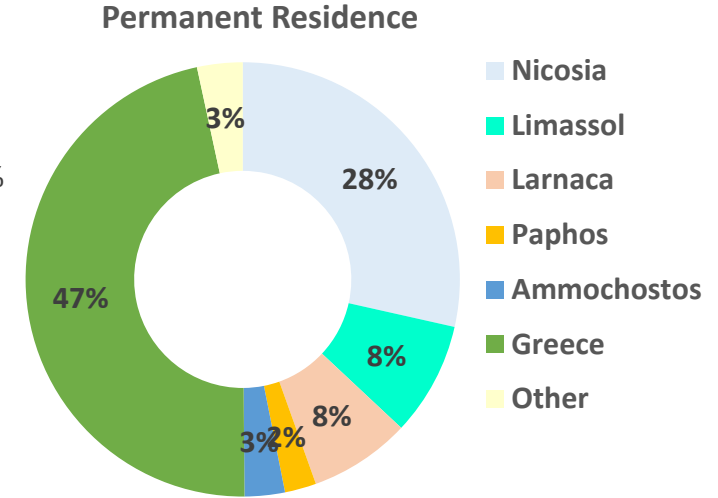
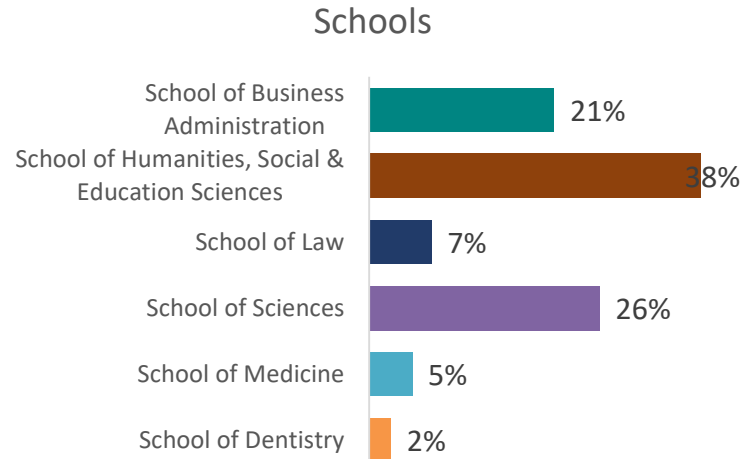
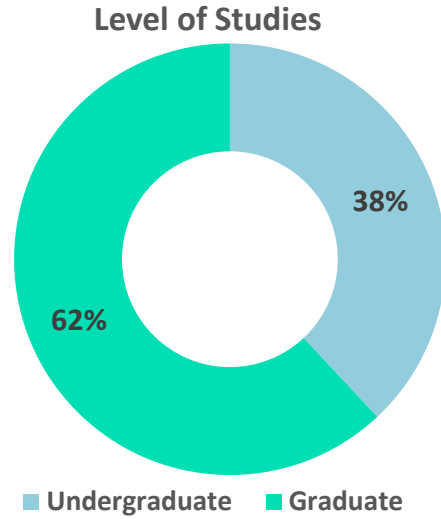
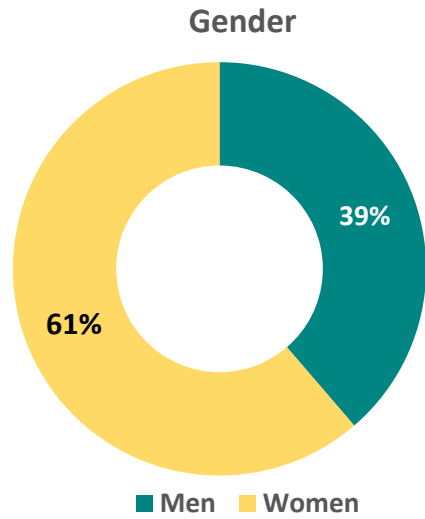
	Total Alumni	Undergraduates	Graduates
Response Rate	79%	82%	77%
Refusals	5%	6%	3%
Temporarily out of scope units (ringed-no answer yet)	17%	12%	20%



121 Students with disconnected telephone service



Sample Structure (N=770)



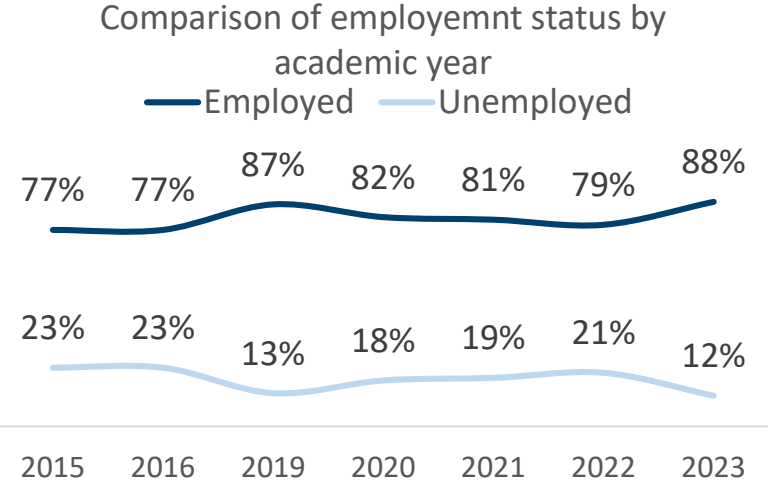
II. Employment Status



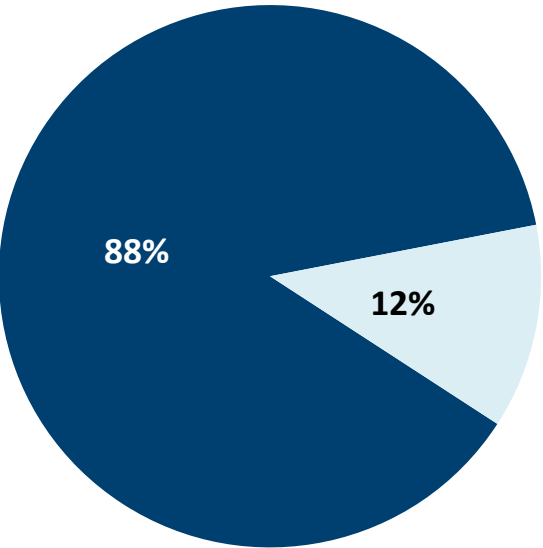
Employment Status

EUC

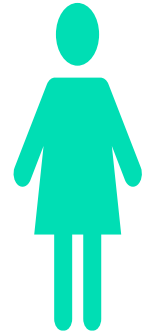
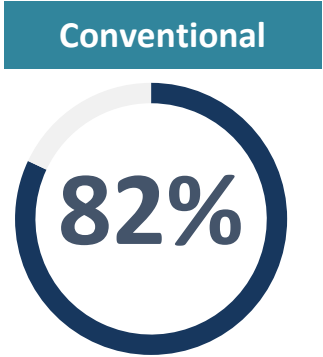
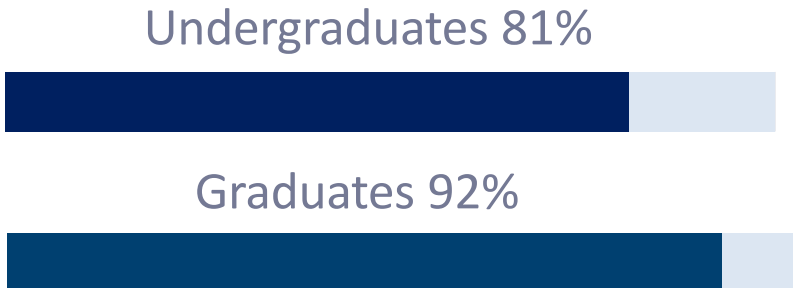
- The employment rate of EUC graduates is 88%, nine points higher than 2021-22.



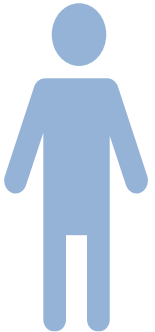
Total Alumni (n=770)



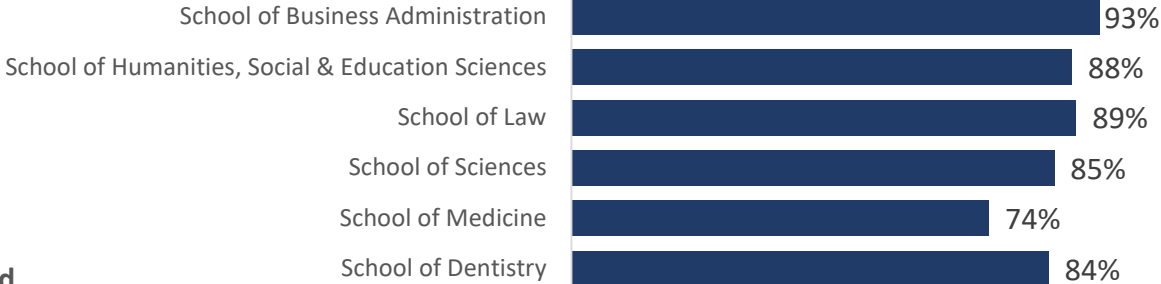
■ Employed ■ Unemployed



88%



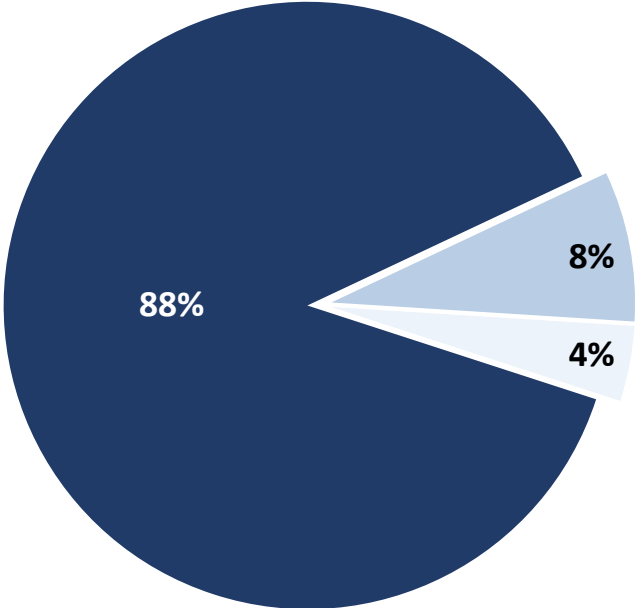
87%



Are you currently working?

Breakdown of Unemployment Rate and Impact of Pandemic

Unemployment Rate

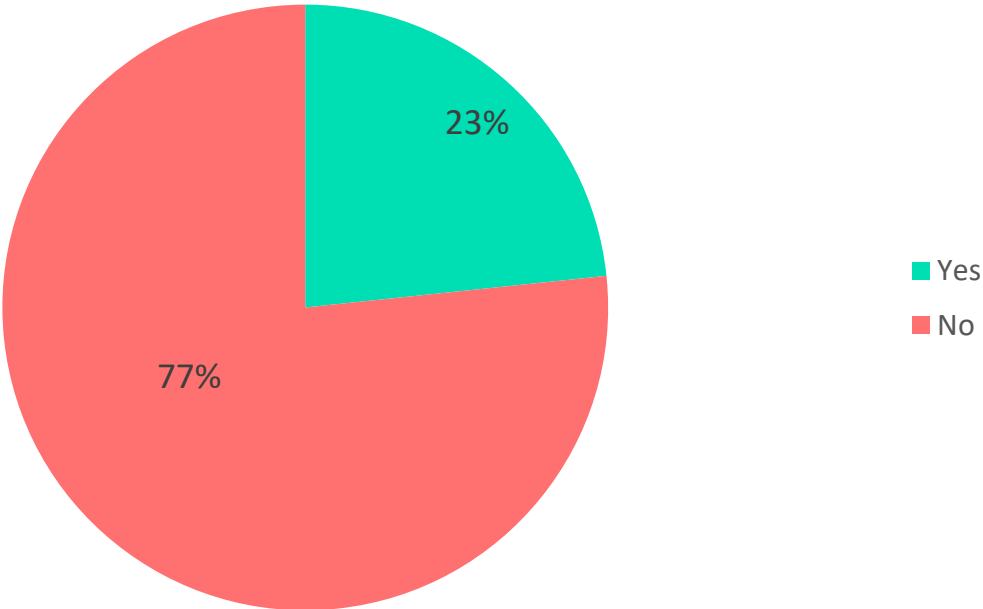


Unemployment Rate 12%

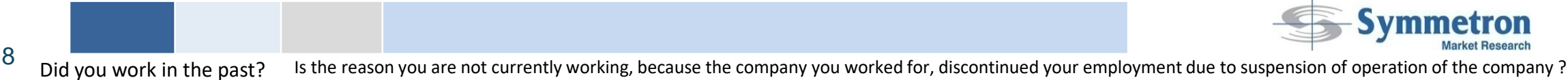
■ Currently employed ■ Have previously worked ■ Have never worked

The employment rate among EUC graduates is 88%. The overall unemployment rate is 12%, distributed to 8% for those who have worked in the past and 4% for graduates who have never worked.

Did the company you worked for, discontinue your employment due to suspension of operation of the company? N=60

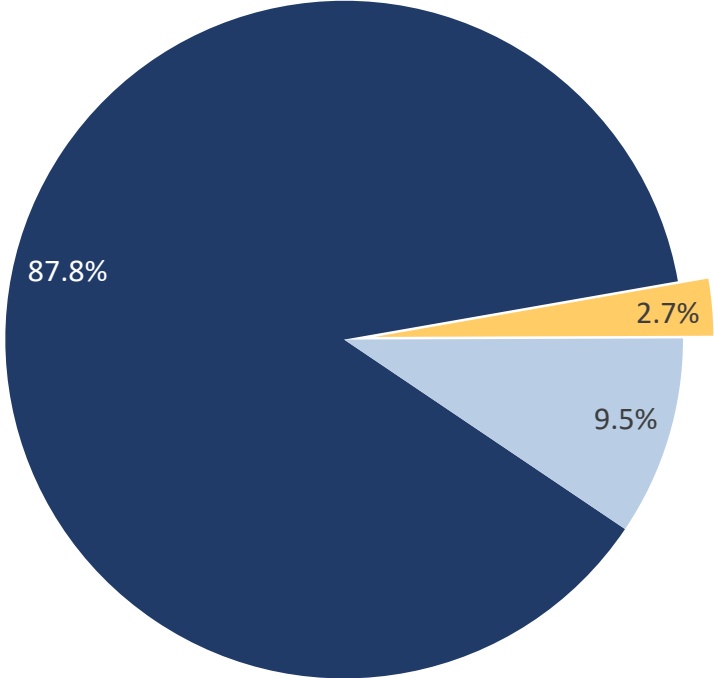


Seventy seven percent of the unemployed graduates who have worked in the past said they lost their jobs due to the company's suspension of operations. On the total number of unemployed graduates, the respective percentage is 2%.



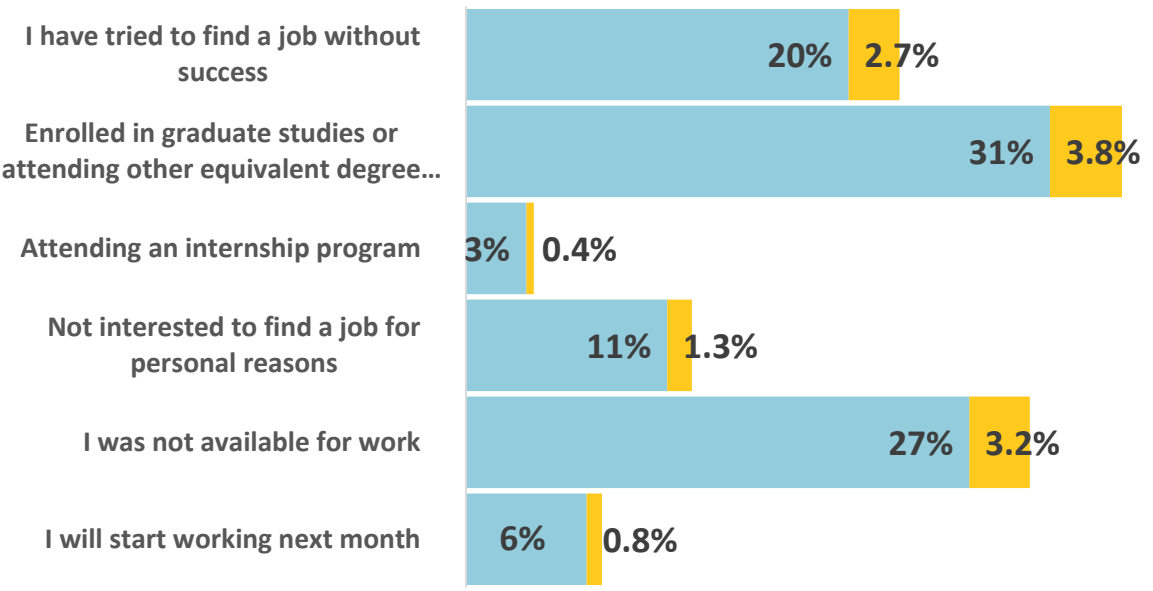
- Real unemployment rate is 2.7%
- It was 5.6% in 2022

Employment and real unemployment rate (n=770)



■ Employment rate ■ Real unemployment rate
 ■ Not available for work

Reasons for not currently working



■ Currently unemployed (n=94) ■ % on total alumni (n=770)

Twenty percent of EUC’s unemployed graduates have tried to find a job without success. The corresponding figure for the total number of students is 2.7%, and this number represents the real unemployment rate among EUC’s graduates. The remaining graduates who are not currently working do not fall into the unemployment category definition since they were not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs.



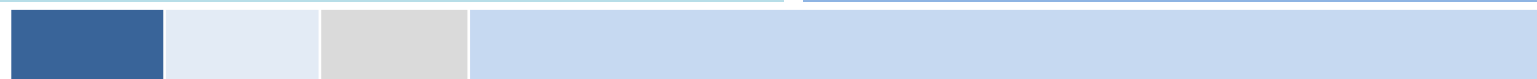
Which of the following statement applies to you?

III. Employed Graduates



Employment by Department

	Base	Employed	Unemployed
Accounting and Finance	7	5	2
Arts	18	16	2
Computer Science	42	38	4
Education	98	90	8
Health Sciences	116	98	18
Humanities	14	10	4
Law	55	49	6
Life Sciences	47	39	8
Management and Marketing	156	147	9
Medicine	38	28	10
Dentistry	19	16	3
Social Sciences	160	140	20



Employment by Degree

Programs of Study	N	Employed	Unemployed
Accounting 4 years Bachelor	7	5	2
Biomedical Sciences (4 years, Bachelor)	5	3	2
Business Administration (18 months, Master)	1	1	-
Business Administration (18 Months/ 90 ECTS, M.B.A)	3	3	-
Business Administration (18 Months/90 ECTS, MBA)-E- Learning	13	12	1
Business Studies (4 years, Bachelor)	5	3	2
Cancer Biology (18 Months, Master)	5	4	1
Computer Science (4 years, Bachelor)	3	3	-
Dental Surgery (5 years, Bachelor in Dental Surgery)	19	16	3
Electrical & Electronic Engin.(4 Years, Bachelor)	2	2	-
Graphic Design (4 years, Bachelor)	4	4	-
Hospitality and Tourism Management (4 years, Bachelor)	3	2	1
Hotel, Tourism & Events Mgt. (4 years, Bachelor)	3	1	2
information Syst. (Web Technol.) (4 years, Bachelor)	2	2	-
Law (LLB), (4 Years, Bachelor)	1	1	-
Master in Business Administration-Distance Education (18 months, Master)	5	5	-
Medical Education (18 months /90 ECTS, MSc) E-Learning	2	1	1
Medicine (6 years, Doctor of Medicine)	36	27	9
Music (4 Years, Bachelor)	3	3	-

Employment by Degree

Programs of Study	N	Employed	Unemployed
Music Education/Performance/Composition (18 months/90 ECTS, Master of Music)	2	2	-
Occupational Safety & Health (18 Months, Master)	1	-	1
Occupational Safety and Health (18 Months/ 90 ECTS, MSc)	14	14	-
PhD Computing/Computer Science	1	1	-
PhD Education Sciences	1	1	-
PhD Music Education	1	1	-
PhD Public Health	1	1	-
(DEU) Cybersecurity (18 months, Master)	7	7	-
(DEU) English Language & Literature-Distance Education (4 Years, Bachelor)	3	2	1
(DEU) Marketing Communications & Social Media-Distance Education (4 years, Bachelor)	2	2	-
(DEU) Music Education-Distance Education (18 Months, Master)	7	5	2
(DEU) Public Administration-Distance Education (18 Months, Master)	46	45	1
(DEU) Δημόσια Υγεία-Εξ Αποστάσεως (18 Μήνες, Master)	27	22	5
(DEU) ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (4 ΈΤΗ, ΠΤΥΧΙΟ)	4	4	-
(DEU) Επαγγελματικός Προσανατολισμός και Συμβουλευτική-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	12	11	1
(DEU) Επιστήμες της Αγωγής: Εκπαιδευτική διοίκηση & Ηγεσία-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	7	7	-
(DEU) Ποινικό Δίκαιο (18 Μήνες, Μεταπτυχιακό)	11	11	-
(DEU) Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο, BSc)-Εξ Αποστάσεως	7	7	-
(DEU-Artificial Intelligence (18 months/90 Ects, Master of Science)	7	7	-

Employment by Degree

Programs of Study	N	Employed	Unemployed
Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	14	11	3
Αθλητική Φυσικοθεραπεία (18 Months, Master)	5	5	-
Ακτινοδιαγνωστική-Ακτινοθερ. (4 Έτη,Πτυχίο)	7	5	2
Βιολογ. Επιστ.:Γενική Μικροβιολ.(4 χρ.Πτυχίο)	6	4	2
Βιολογικές Επ...:Γενική Βιολογία(4 Έτη,Πτυχίο)	5	4	1
Βυζαντινή Μουσική-Ψαλτική Τέχνη- Εξ αποστάσεως (Πτυχίο-240 ECTS)	1	-	1
Διατροφή & Διαιτολογία (4 Έτη, Πτυχίο)	7	6	1
Διοίκηση Επιχειρήσεων (18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ αποστάσεως	83	81	2
Διοίκηση Επιχειρήσεων (4 Έτη, Πτυχίο)	11	11	-
Διοίκηση Επιχειρήσεων-Εξ Αποστάσεως (18 μήνες,Μεταπτυχιακό)	18	17	1
Διοίκηση Επιχειρήσεων (18 Μήνες/ 90 ECTS, Μεταπτυχιακό)	5	5	-
Ελληνικές Σπουδές- Εκπ/ση & Πολ/στική Διαχείριση-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	3	2	1
Ελληνικές Σπουδές: Ιστορία-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	2	1	1
Ελληνικές Σπουδές-Εξ Αποστάσεως (18 Μήνες, Μεταπτυχιακό)	1	1	-
Επαγγελματικός Προσανατολισμός και Συμβουλευτική (18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ' Αποστάσεως	39	34	5
Επιστήμες της Αγ.:Ειδική(Ενιαία)Εκπ.(Master)	1	1	-
ΕΠΙΣΤΗΜΕΣ ΤΗΣ ΑΓΩΓΗΣ - ΠΡΩΤΗ ΑΓΩΓΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	1	1	-
ΕΠΙΣΤΗΜΕΣ ΤΗΣ ΑΓΩΓΗΣ - ΤΕΧΝΟΛΟΓΙΕΣ ΜΑΘΗΣΗΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	2	2	-
ΕΠΙΣΤΗΜΕΣ ΤΗΣ ΑΓΩΓΗΣ- ΕΙΔΙΚΗ (ΕΝΙΑΙΑ) ΕΚΠΑΙΔΕΥΣΗ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (24 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	9	7	2
Επιστήμες της Αγωγής: Δημιουργικότητα και Παιχνίδι στην Πρώτη Αγωγή και Εκπ (18 Μήνες, 90 ECTS, Μ.Α)	5	5	-

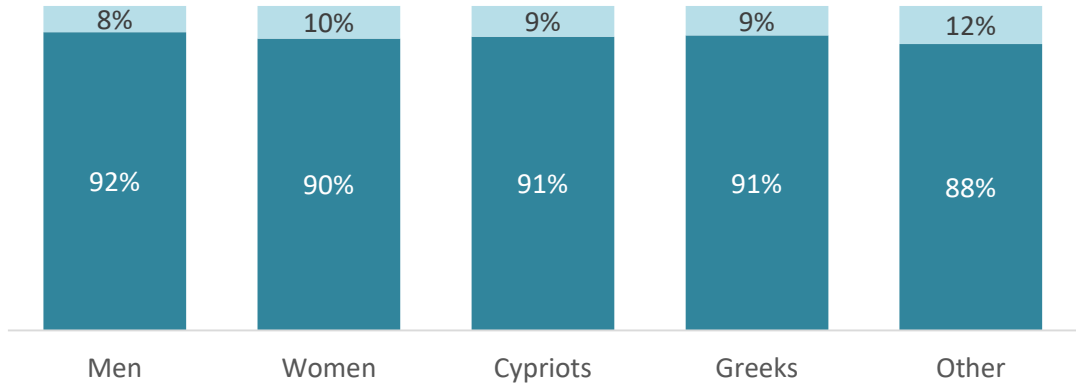
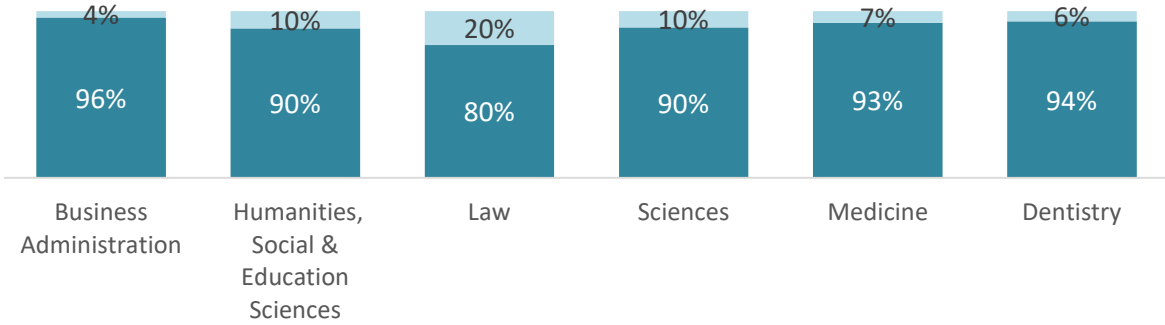
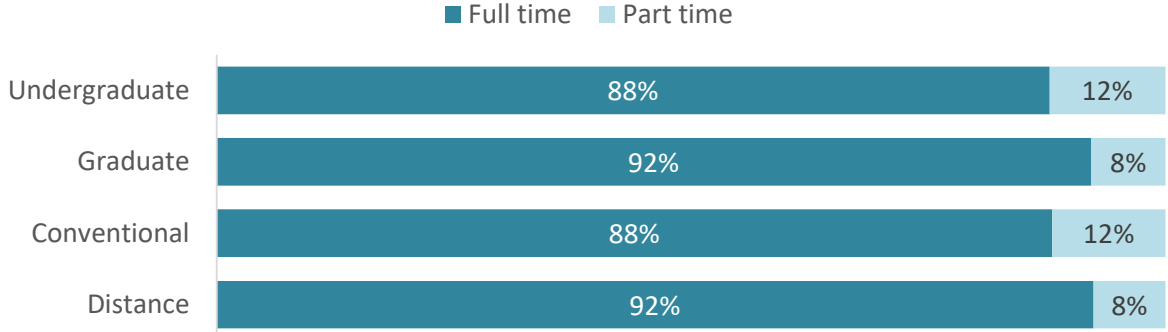
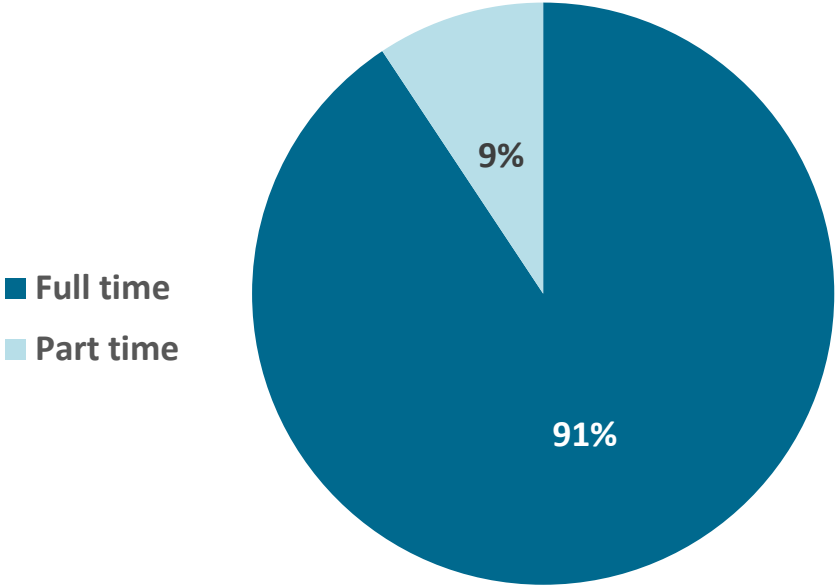
Employment by Degree

Programs of Study	N	Employed	Unemployed
Επιστήμες της Αγωγής: Ειδική και Ενιαία Εκπαίδευση (2 Έτη/ 120 ECTS, Μεταπτυχιακό)- Εξ Αποστάσεως	20	17	3
Επιστήμες της Αγωγής: Εκπαιδευτική Διοίκηση & Ηγεσία (18 Μήνες, 90 ECTS, M.A)-E- Learning	23	22	1
Επιστήμες της Αγωγής:Τεχνολογίες Μάθησης & Επικοινωνίας & Εκπαίδ STEAM (18 Μήνες, 90 ECTS, M.A)	26	25	1
Εργοθεραπεία (4 Έτη, Πτυχίο)	13	12	1
Εφαρμοσμένη Αθλητική Επιστήμη (18 Μήνες/90 ECTS, Μεταπτυχιακό)	3	2	1
Εφαρμοσμένη Διατροφή&Διαιτ.(Κλινική Διαιτολ.)(Μεταπτυχιακό)	4	4	-
Κλινική Ψυχολογία(3 χρόνια, Μεταπτυχιακό)	11	9	2
Λογοθεραπεία (4 Έτη, Πτυχίο)	6	5	1
Λογοπαθολογία- Παιδιά (18 μήνες/90 ECTS, Μεταπτυχιακό)- Εξ Αποστάσεως	1	1	-
Μαθηματικά (4 Έτη, Πτυχίο)	6	3	3
Νηπιαγωγικά (4 Έτη, Πτυχίο)	6	5	1
Νομική - Ελληνικό Δίκαιο (4 Έτη, Πτυχίο)	26	23	3
Νομική - Κυπριακό Δίκαιο (4 Έτη, Πτυχίο)	10	8	2
Νομική (18 Μήνες, 90 ECTS, LLM) Δημόσιο Δίκαιο- Εξ αποστάσεως	6	6	-
Νομική (18 Μήνες, 90 ECTS, LLM) Διεθνές Εμπορικό Δίκαιο- Εξ αποστάσεως	2	1	1
Νοσηλευτική (4 Έτη, Πτυχίο)	3	3	-
Φαρμακευτική (5 Έτη, Πτυχίο)	24	22	2
Φυσικοθεραπεία (4 Έτη, Πτυχίο)	26	22	4
Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες /90 ECTS, Μεταπτυχιακό, Εξ αποστάσεως)	30	27	3
Ψυχολογία (4 Έτη, Πτυχίο)	15	7	8
Ψυχολογία- Κλινική Ψυχολογία (24 Μήνες/160 ECTS, Μεταπτυχιακό)	1	1	-

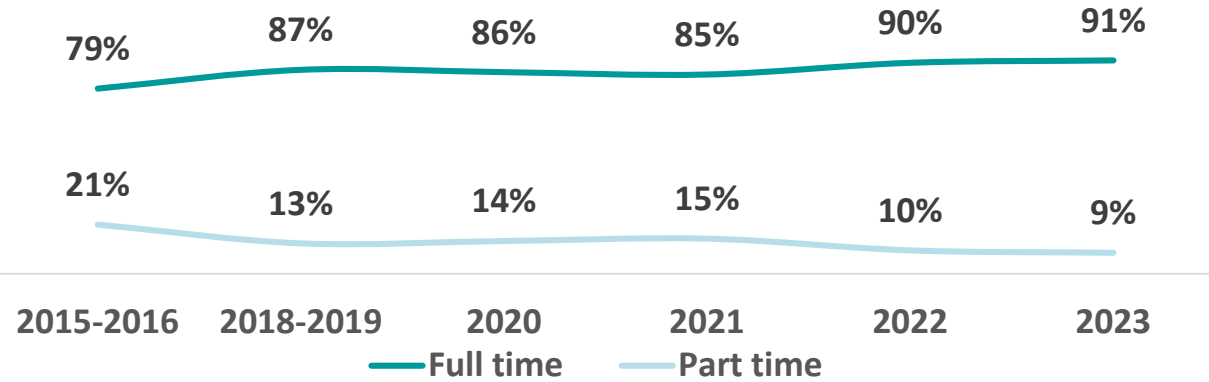
Full and Part Time Employment

Full time and part time employment (n=676)

Full time employment
91%
2022:
90%



Comparison of full and part time employment by academic year



16



Are you in full or part time employment?

Self and Paid Employment

86%

Paid employment

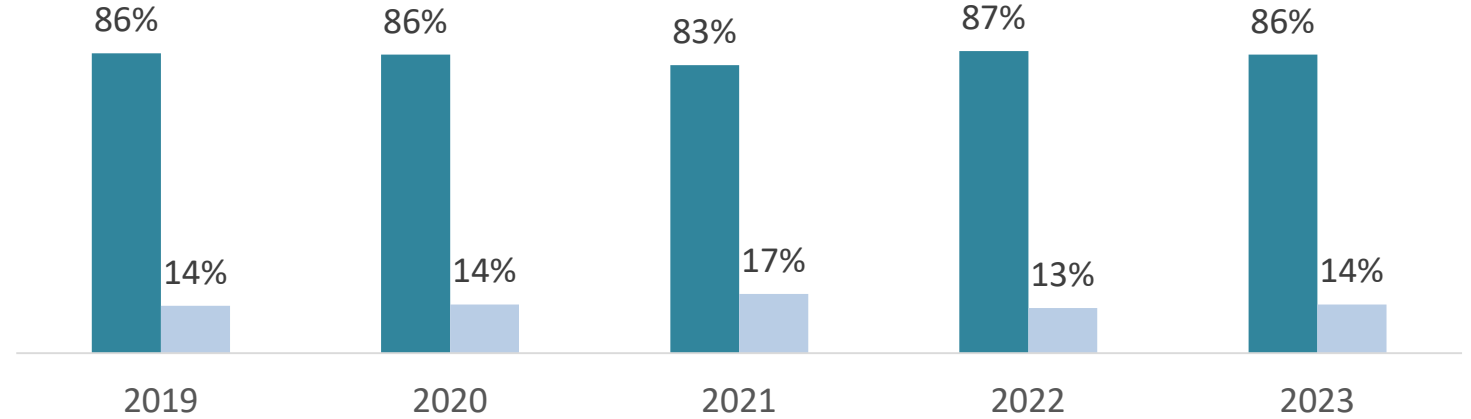


14%

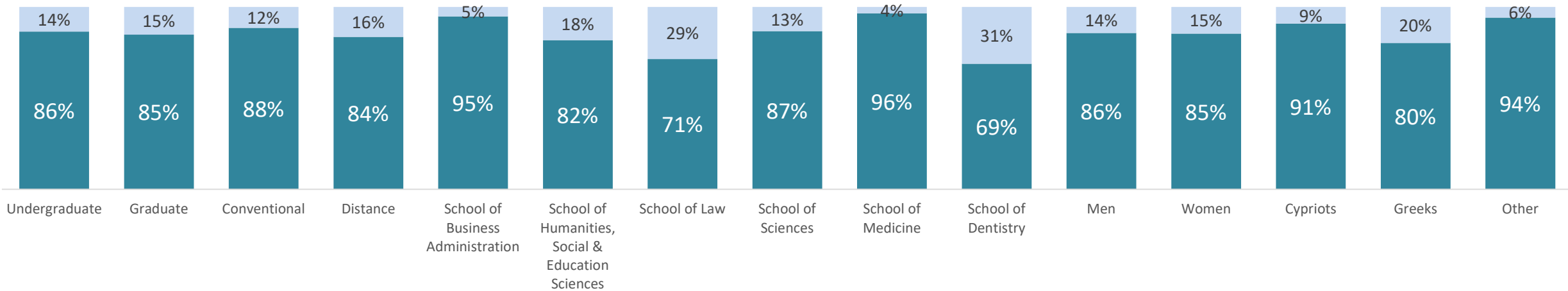
Self-employed



■ Paid employment ■ Self employment



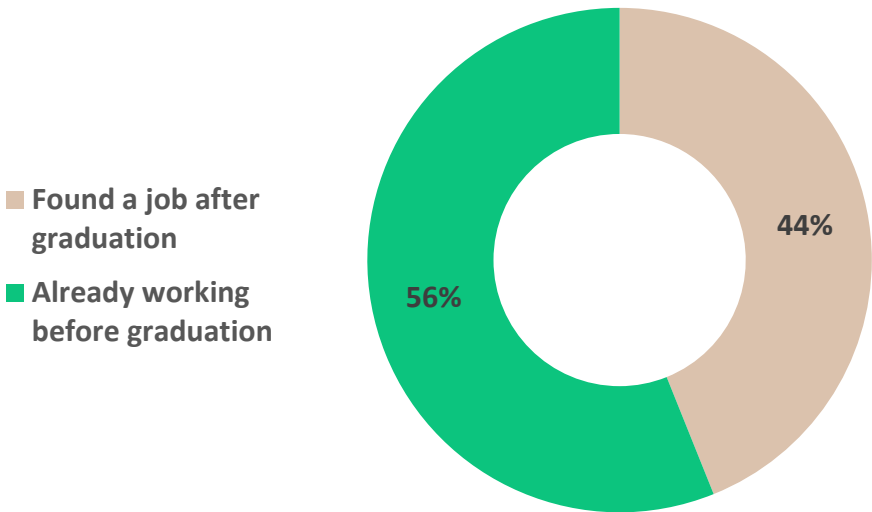
■ Employee ■ Self-employed



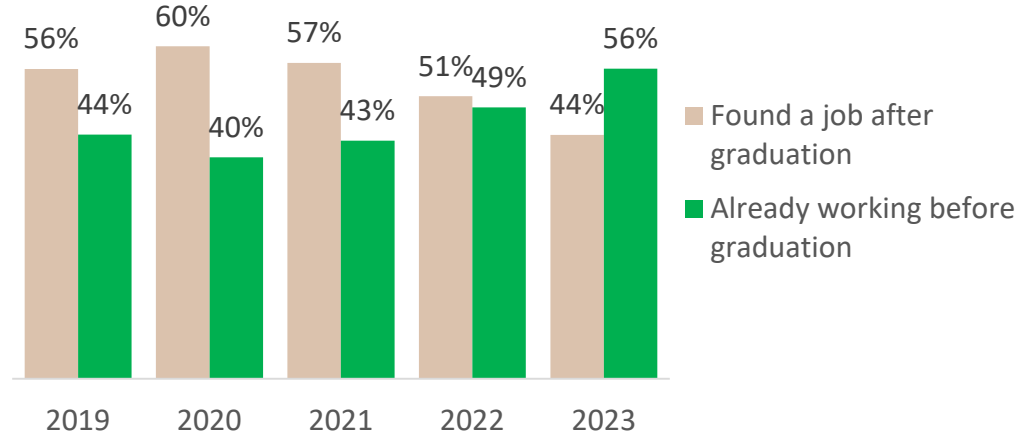
Are you paid employee or self-employed?

Length of Time to Find Employment after they started their Job Search

Employment after graduation (n=676)



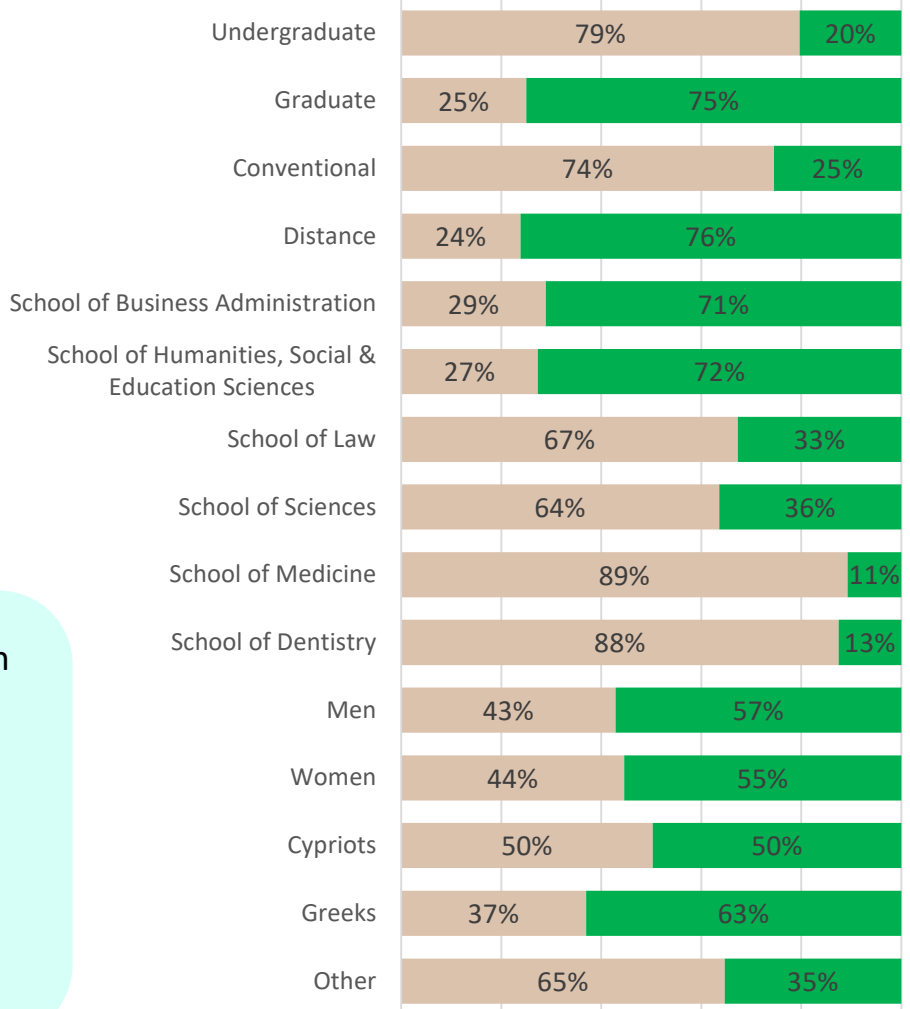
- **44% found a job after graduation**
- **56% were already working**



Finding a job after graduation is significantly higher among:

- Undergraduate's
- Students in conventional programs
- Schools of Medicine and Dentistry

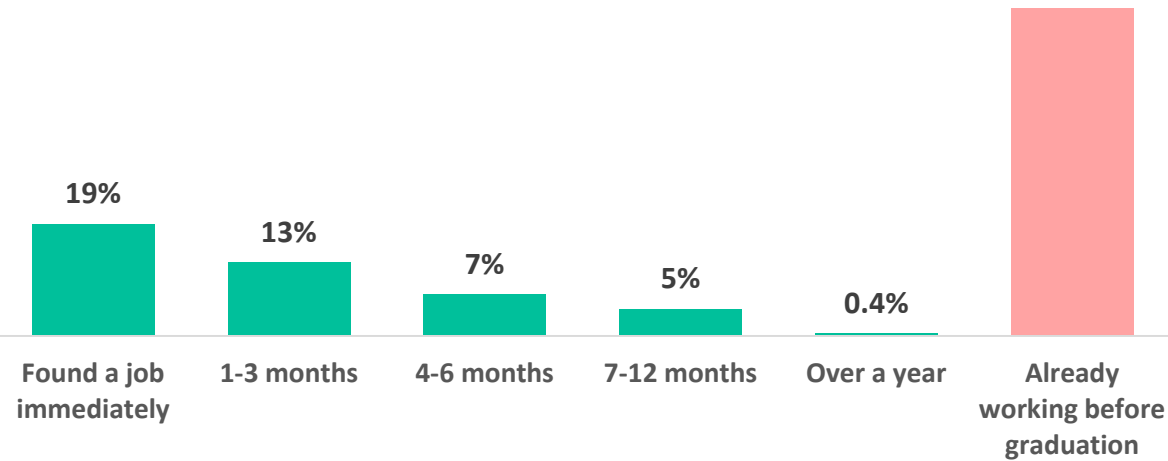
Found a job after graduation (tan) | Already working before graduation (green)



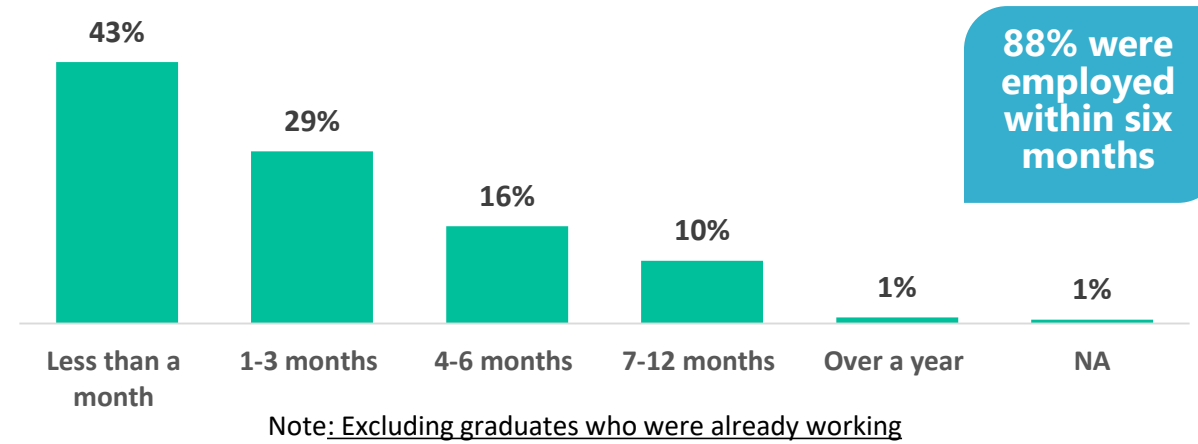
How long after starting your job search, did you find employment?

Length of Time to Find Employment after they started their Job Search

length of time to find employment (n=676)

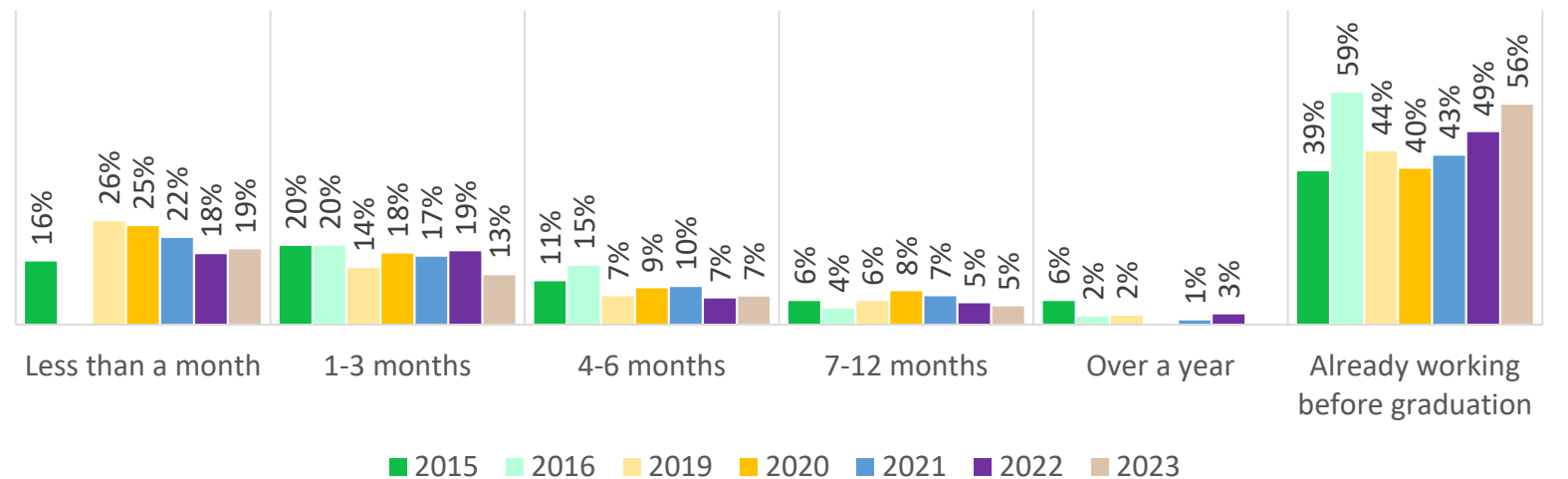


Found a job after graduation (n=298)



- Nineteen percent of the alumni who are currently working, were employed in less than a month after graduation, while 39% were employed within six months.
- Forty three percent of the alumni who were not working during their studies, were employed in less than a month after graduation. Overall, the percentage of alumni who found a job in six months or less after graduation is 88%.
- The number of EUC's graduates who found employment in less than a month increased from 16% in 2015 to 19% in 2023

Comparison of length of time to find employment by academic year

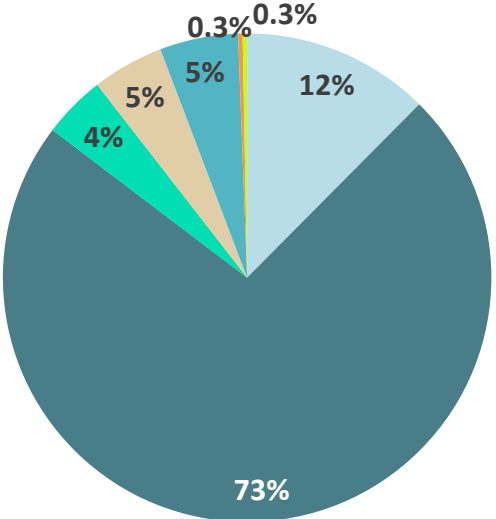


How long after starting your job search, did you find employment?

Occupation Classification¹ by Major Groups

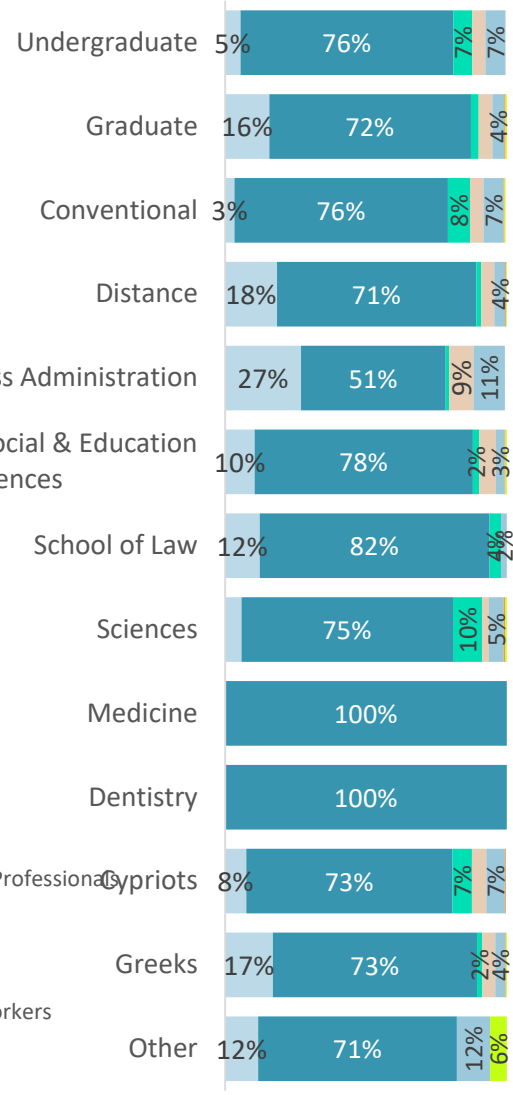
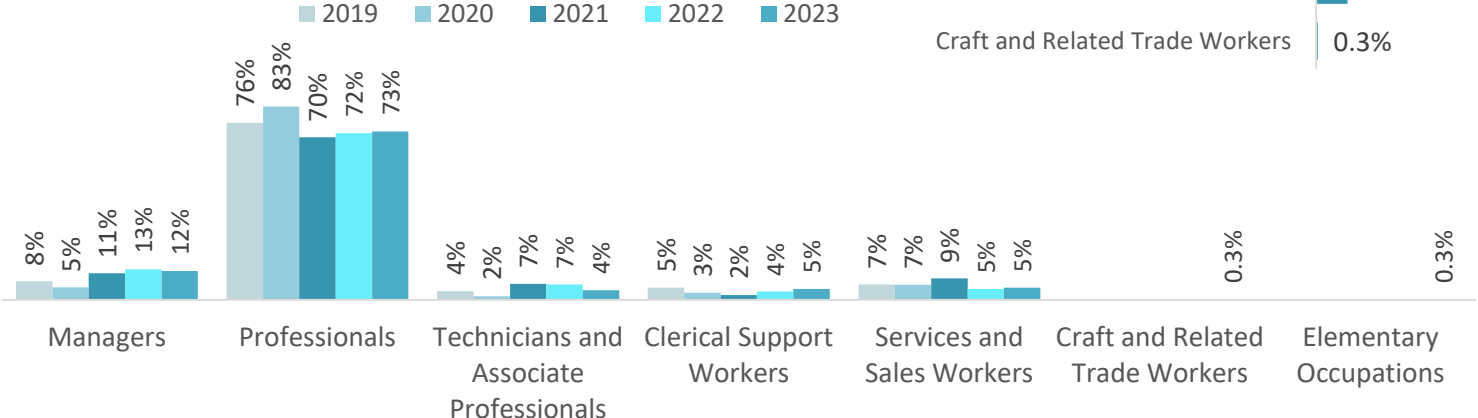
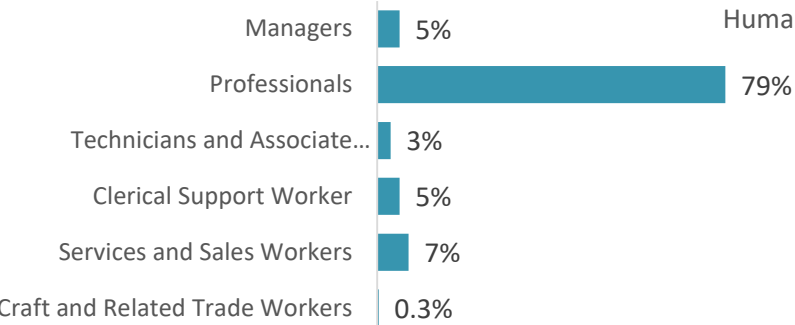
Classification of Occupations ISCO (n=676)

- Managers
- Professionals
- Technicians and Associate Professionals
- Clerical Support Worker
- Services and Sales Workers
- Craft and Related Trade Workers
- Elementary Occupations



- Managers account for 12%
- Professionals comprise the largest group with 73%.
- Compared to 2020 there is a significant increase for the category of Managers by 7pp

Alumni who found a job after graduation (n=296)



What is your current job position?

Note 1: Based on International Standard Classification of Occupations (ISCO)

Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 1-20)	Total	Undergraduate	Graduate
Lawyer	42	31	11
Medical Doctor	33	27	6
Secondary Education Teacher	31	1	30
Psychologist	27	2	25
Private Teacher/ Tutor	25	1	24
Administrative/Management Officer	24	1	23
Accountant/ Auditor	23	6	17
Pharmacist	21	20	1
Secretary	21	6	15
Retail/Wholesale Director/Manager	19	2	17
Primary Education Teacher	19	-	19
Physiotherapist	19	16	3
Nursery / Kindergarten Teacher	18	5	13
Dentist	16	16	-
Academic/Career Advisor	15	1	14
Nurse/midwife	14	3	11
Occupational Therapist	13	11	2
Fitness Instructor	13	8	5
Health Sector Director/Manager	12	2	10
Customer Service	12	6	6

Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 21-40)	Total	Undergraduate	Graduate
Education Director/Manager	11	1	10
Salesperson	9	4	5
Special Education Teacher	8	-	8
Music Teacher	8	2	6
Laboratory Technologist/biologist	8	4	4
Occupational Health and Safety	8	-	8
Public Administration Director/Manager	7	-	7
Radiology Technician/ Radiologist	6	5	1
Social Worker	6	-	6
Speech Therapist	6	4	2
IT / Programmer	6	-	6
Owner/Partner Lawyer	5	-	5
Marketing/ Sales Executive	5	-	5
Cyber Security Engineer	5	-	5
Data Analyst	5	-	5
Office Clerks	5	2	3
Barista/ Barman/ Waiter/ Waitress	5	4	1
Bank Executive	4	-	4
Graphic Designer	4	4	-
Sports Coach	4	3	1



Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 41-60)	Total	Undergraduate	Graduate
Policeman	4	-	4
Petty officers/soldiers	4	3	1
Armed Forces Officers	3	-	3
Food and Beverage Director/Manager	3	2	1
HR Manager	3	-	3
Hotel Director/Manager	3	1	2
Economist	3	1	2
Dietician/ Nutritionist	3	2	1
Supply Chain Management/ Logistics	3	-	3
Business Development	3	-	3
HR Executive	3	1	2
Software Engineer	3	2	1
Civil Engineer	3	-	3
Mechanical Engineer	3	-	3
Electrical Engineer	3	1	2
Agronomist	3	-	3
Receptionist	3	1	2
Financial Services Manager	2	1	1
IT Director/Manager	2	-	2
Manufacturing Manager	2	-	2

Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 61-80)

	Total	Undergraduate	Graduate
Quality and Procedures Manager	2	1	1
Construction Sector Director/Manager	2	1	1
Transportation Director/Manager	2	-	2
Health Researcher	2	1	1
Human Resources Consultant	2	-	2
Risk Analyst	2	1	1
Production planning	2	-	2
Tax officer	2	-	2
Personnel Trainer	2	-	2
Systems Administrator	2	1	1
Journalist	2	-	2
Customs Officer	2	-	2
Storekeeper	2	1	1
Cashier	2	1	1
Supervisor food services	2	-	2
Cleaning workers	2	-	2
Prosecutor/ Judge	1	-	1
Real Estate Manager	1	1	-
Media Manager	1	-	1
Publications Director/Manager	1	-	1

Detail Analysis of Occupation

Detailed Occupations by Level of Studies (Ranking 81-100)

	Total	Undergraduate	Graduate
Director Research Center	1	-	1
Marketing Director/Manager	1	1	-
Financial Analyst	1	1	-
Vocational Teacher	1	1	-
Visual Arts Instructor	1	-	1
Food Technologist	1	-	1
Chemist	1	-	1
Sea Biologist	1	1	-
Regulatory Affair Officer	1	-	1
Business/Management Consultant	1	1	-
Franchise Consultant	1	-	1
Medical Technology Consultant	1	1	-
Technology Consultant	1	-	1
Research Specialist	1	-	1
Operations Executive	1	-	1
Fuel Management officer	1	-	1
Statistical Service Officer	1	1	-
Purchase Executive	1	-	1
Programme Management	1	-	1
Supervisor Management/Sales	1	1	-

Detailed Occupations by Level of Studies (Ranking 101-118)	Total	Undergraduate	Graduate
Software Developer	1	1	-
Computer Engineer	1	1	-
Machine Learning Engineer	1	-	1
Technology Researcher	1	-	1
Surveyor Engineer	1	-	1
Archaeologist/ Museologist	1	-	1
Musician	1	-	1
Professional Athlete/Player	1	1	-
Firefighters	1	-	1
Real Estates Agent	1	1	-
Telephone Operator	1	1	-
Wholesales trader	1	-	1
Merchandiser	1	1	-
Baker / Confectioner	1	-	1
Child Escort	1	-	1
Childcare worker	1	1	-
Electrician	1	-	1
Pest Controler	1	-	1



Top Ten Occupations 2020 - 2023

Top 10 2023

1. Lawyer 42
2. Medical Doctor 33
3. Secondary Education Teacher – 31
4. Psychologist – 27
5. Private teacher/tutor – 25
6. Administrative officer- 24
7. Accountant/Auditor 23
8. Pharmacist- 21
9. Secretary - 21
10. Retail/Wholesale Director/Manager 19
10. Primary Education Teacher – 19
10. Physiotherapist - 19

Top 10 2022

1. Secondary Education Teacher – 28
2. Pharmacist- 19
3. Occupational Therapist - 19
4. Nursery Teacher -18
5. Nurse -18
6. Physiotherapist – 17
7. Primary Education Teacher – 16
8. Private teacher/tutor - 15
9. Administrative officer- 14
10. Speech Therapist 13

Top 10 2021

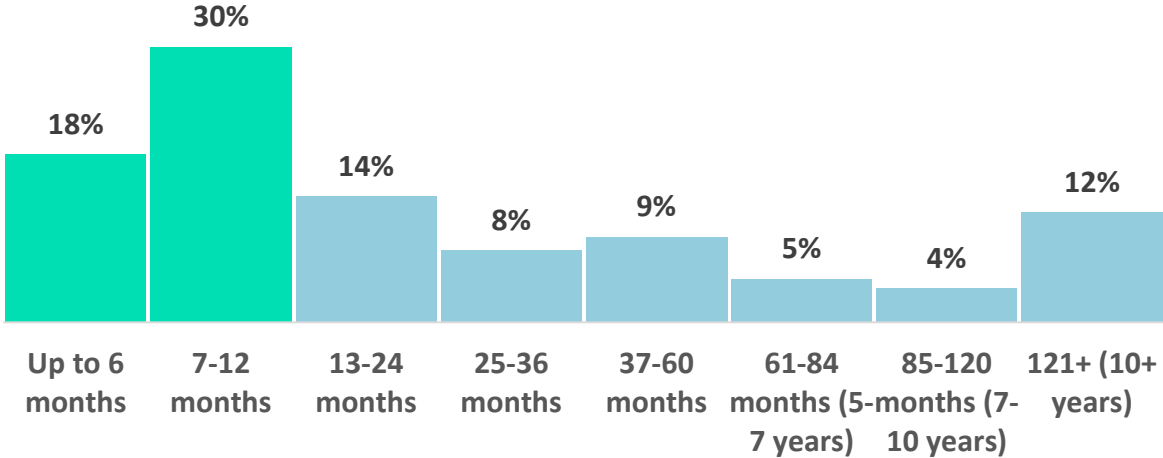
1. Physiotherapist – 29
2. Secondary Education Teacher – 24
3. Accountant/ Auditor - 17
4. Nurse -16
5. Customer Service - 15
6. Occupational Therapist - 14
7. Nursery Teacher -14
8. Primary Education Teacher – 11
9. Lawyer – 11
10. Medical Doctor - 10

Top 10 2020

1. Primary Education Teacher – 19
2. Nurse -19
3. Pharmacist- 17
4. Accountant/Auditor - 12
5. Nursery Teacher -12
6. Secondary Education Teacher – 12
7. Physiotherapist - 11
8. Medical Doctor - 10
9. Nutritionist – 10
10. Administrative Officer - 10

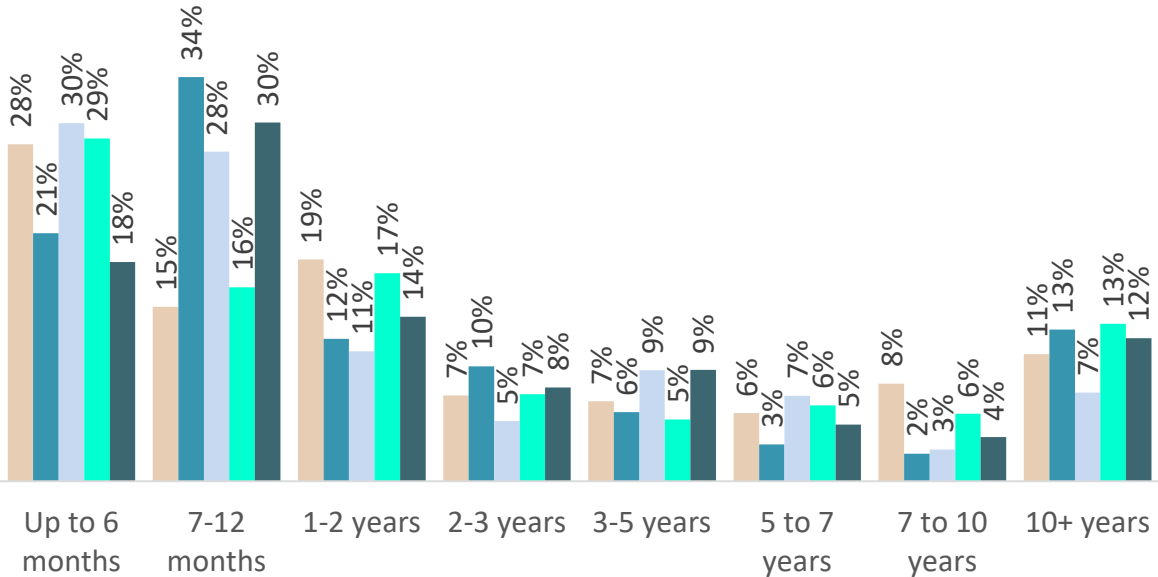
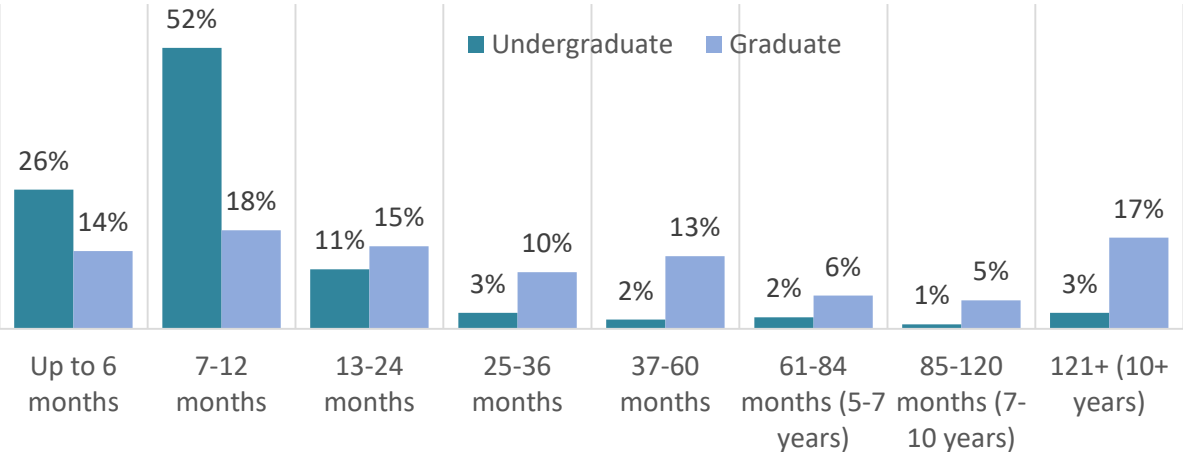
Duration of Employment in Current Position

Duration of employment in current position (n=676)



- 48% percent are employed 12 or less months in their current position. The corresponding percentage among undergraduates is 78%.
- 22% are employed 1 to 3 years and 14% 3 to 7 years.
- 16% are employed 7 or more years in their current position.

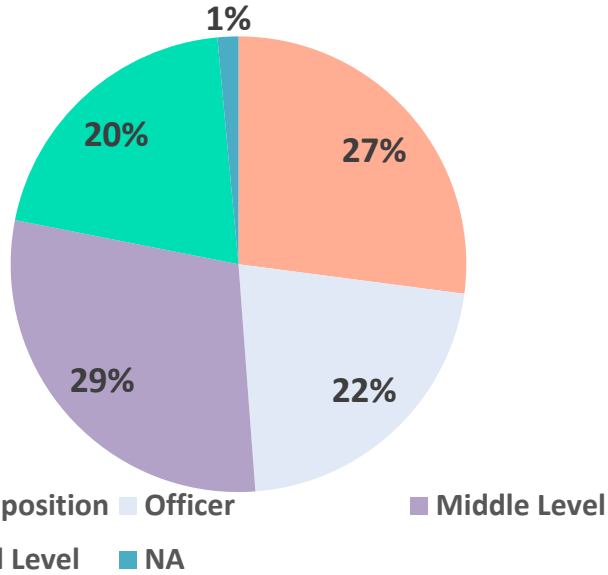
2019 2020 2021 2022 2023



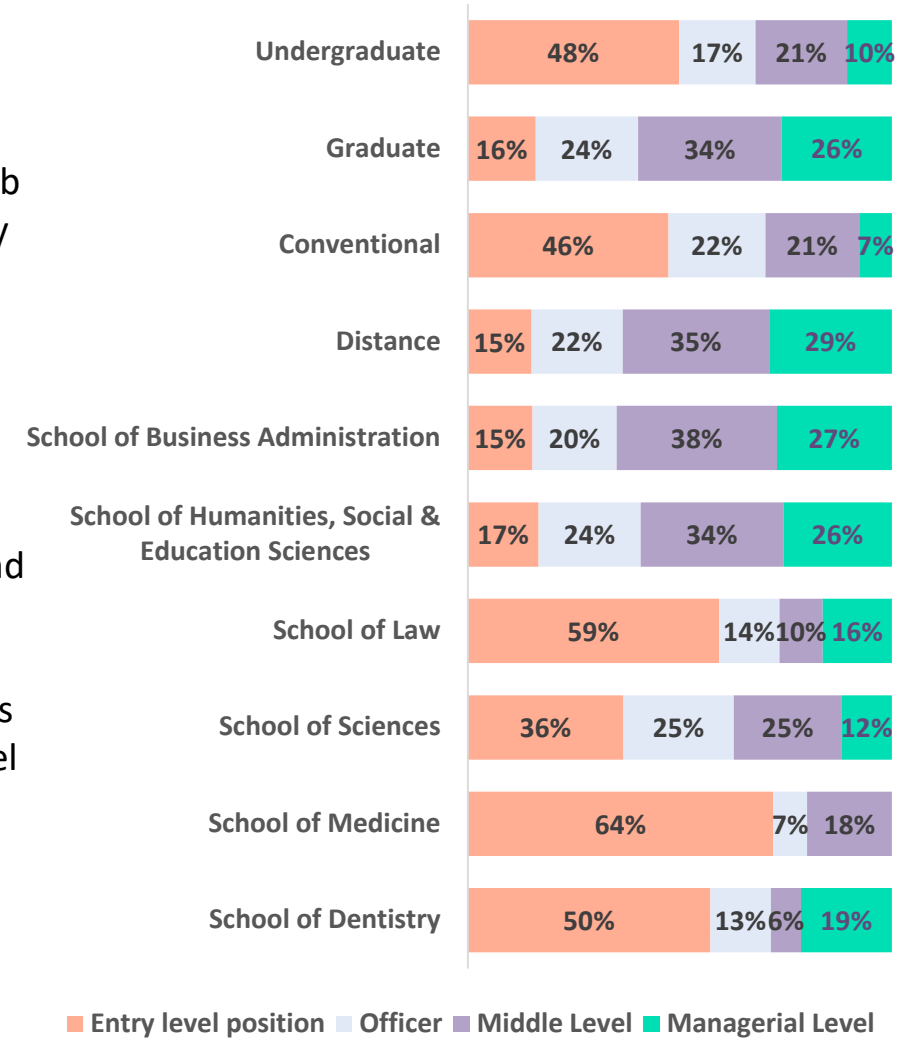
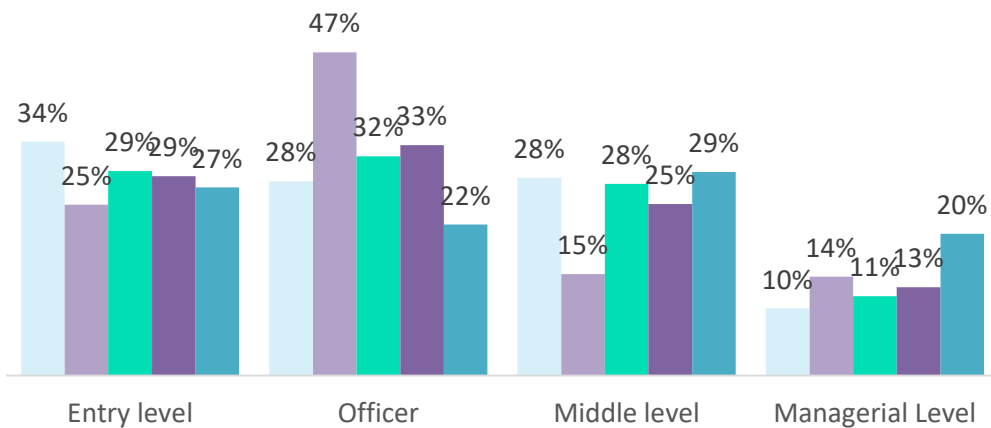
And how long have you been employed in this position?

Occupation Classification¹ Level

Job Position Level (n=676)



- According to 27%, their job position falls into the entry level group.
- The corresponding percentage among undergraduates is 48%.
- Twenty two percent said they are officers, 29% are middle level employees and 20% said they hold a managerial position.
- Compared to 2021 there is an increase for middle level positions and manager.



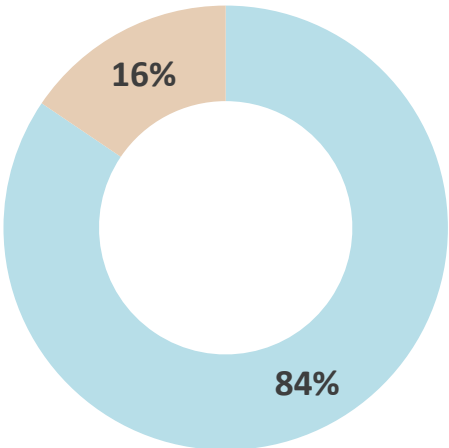
29

What is your job position level

Note 1: As classified by respondents

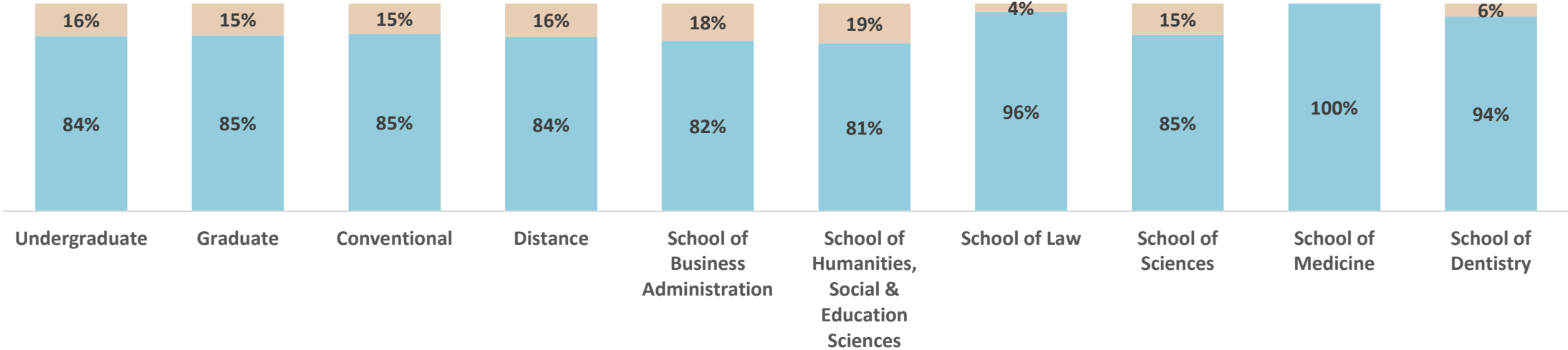
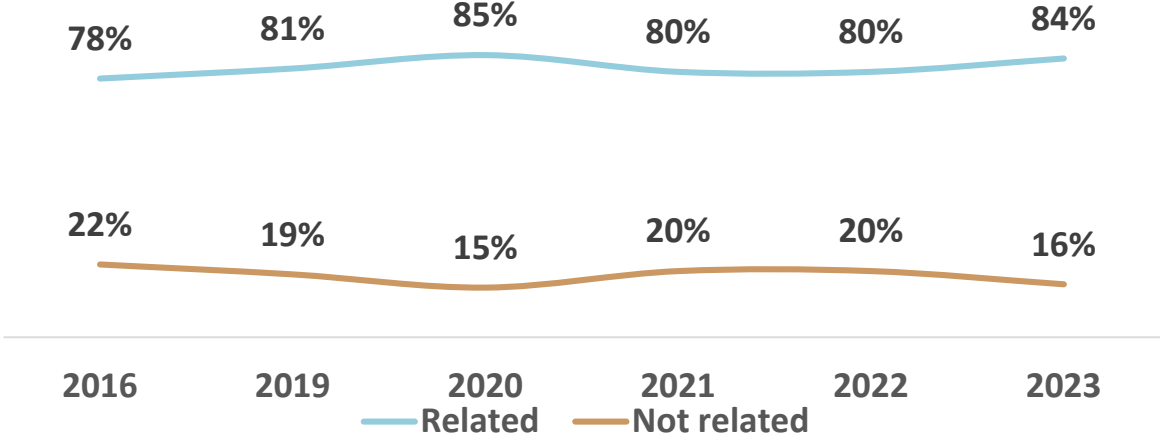
Relatedness of Occupation and Program of Study

Relatedness of program study and job (n=676)



- The majority 84% reported that their job relates to program of study. This view prevails across all alumni groups.
- The corresponding percentage in 2022 was 80%..

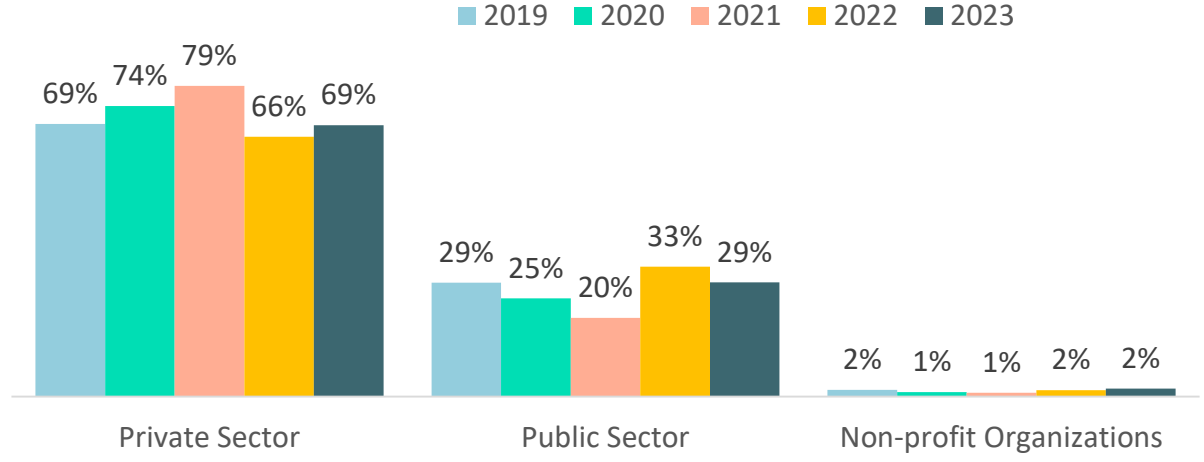
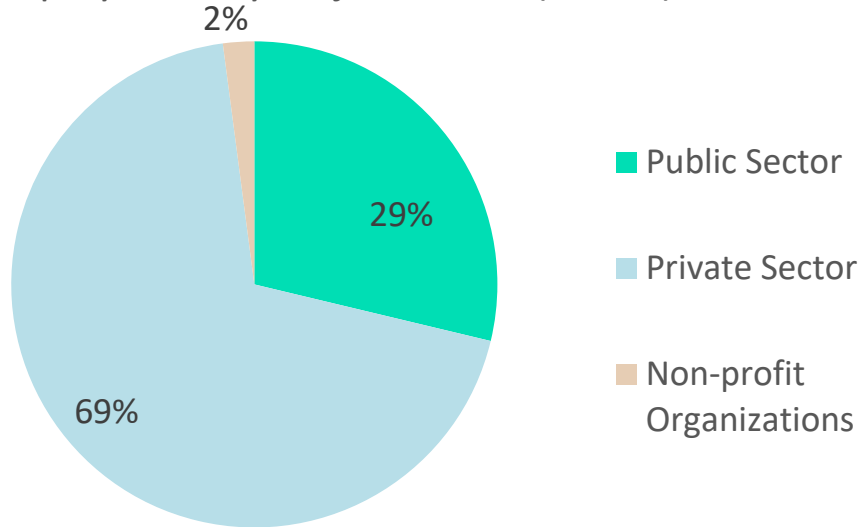
Comparison of relatedness of program of study and occupation by academic year



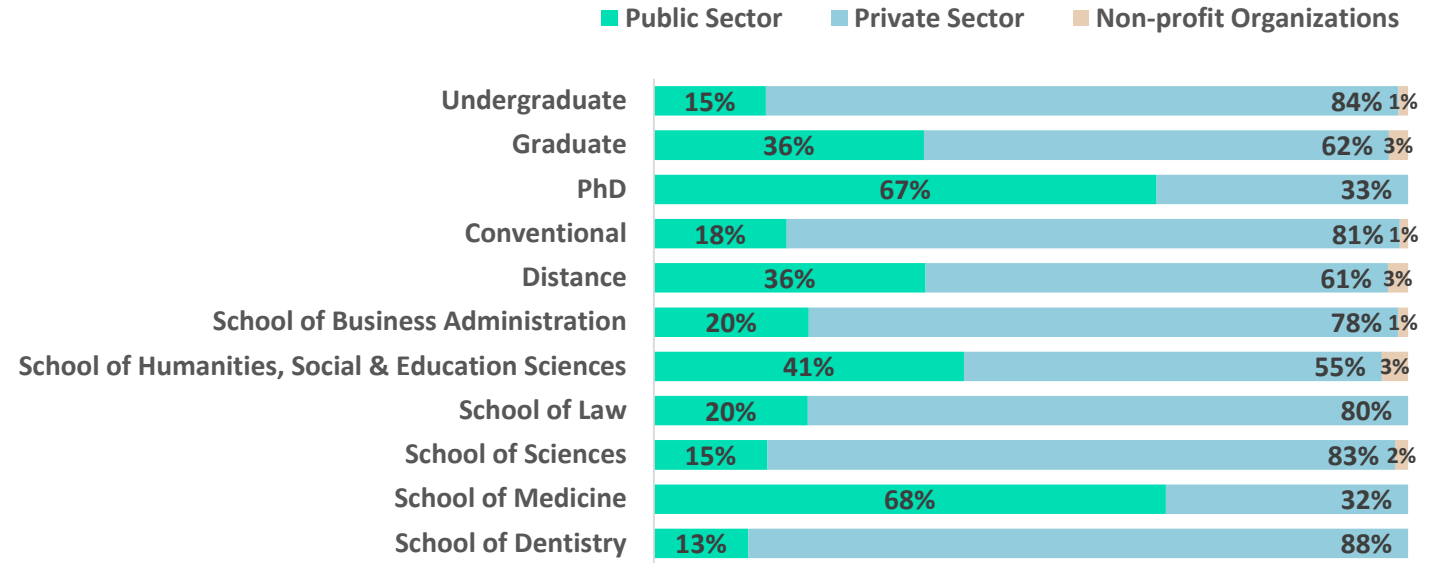
Do you hold a position relevant to your field of studies?

Employment by Major Sectors

Employment by major sectors (n=676)



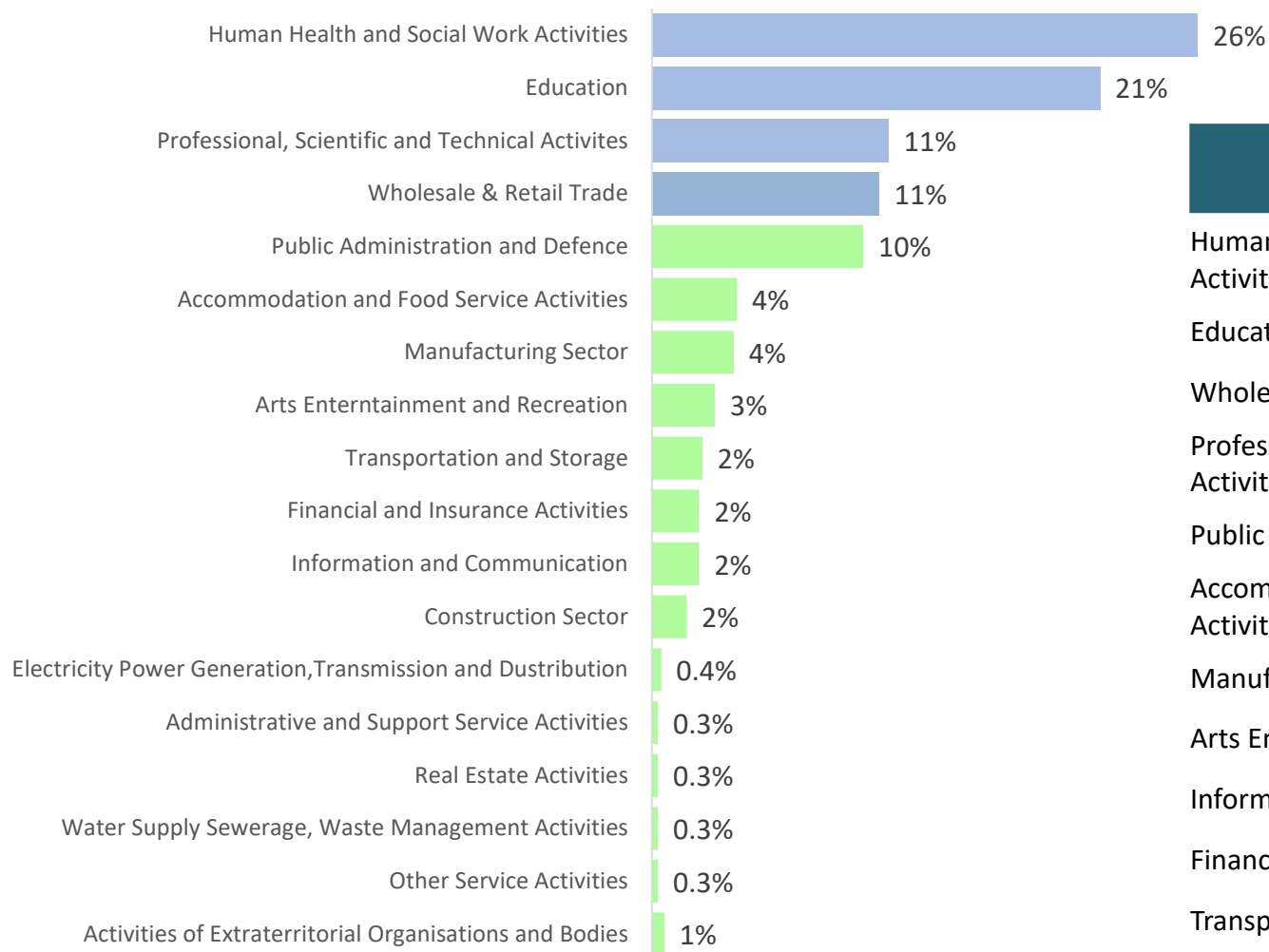
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations.
- Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Medicine and the school of Humanities and Social Sciences.
- Compared to 2022 there is an increase in private sector employment by 3pp.



In which employment sector are you employed?

Employment by Economic Activity Classification¹

Employment by Economic Activity Classification (n=676)



Most EUC graduates (26%) are employed in the Human Health and Social Work Activities sector, 21% are employed in the Education sector and 11% in the Wholesale & Retail Trade and Professional, Scientific and Technical Activities.

Main Economic Activity	2023	2022	2021	2020	2019
Human Health and Social Work Activities	26%	31%	32%	33%	18%
Education	21%	29%	22%	26%	38%
Wholesale & Retail Trade	11%	10%	9%	12%	7%
Professional, Scientific and Technical Activities	11%	7%	12%	10%	11%
Public Administration and Defence	10%	8%	3%	3%	5%
Accommodation and Food Service Activities	4%	3%	5%	5%	4%
Manufacturing Sector	4%	1%	3%	1%	1%
Arts Entertainment and Recreation	3%	4%	3%	-	-
Information and Communication	2%	2%	4%	3%	3%
Financial and Insurance Activities	2%	1%	3%	4%	3%
Transportation and Storage	2%	1%	0.3%	0.4%	1%
Construction Sector	2%	1%	1%	1%	1%

Employment by Economic Activity Classification¹

Economic Activity	Total N=676	Undergraduate N=236	Graduate N=439	Conventional N=268	Distance N=408	Men N=259	Women N=417
Human Health and Social Work Activities	26%	41%	17%	39%	17%	21%	29%
Education	21%	5%	29%	9%	29%	14%	26%
Professional, Scientific and Technical Activities	11%	16%	8%	15%	9%	14%	10%
Wholesale & Retail Trade	11%	15%	8%	14%	9%	14%	9%
Public Administration and Defence	10%	2%	14%	4%	14%	12%	8%
Accommodation and Food Service Activities	4%	6%	3%	4%	4%	5%	3%
Manufacturing Sector	4%	1%	5%	2%	5%	5%	3%
Arts Entertainment and Recreation	3%	5%	2%	6%	1%	5%	2%
Transportation and Storage	2%	1%	3%	1%	3%	2%	3%
Financial and Insurance Activities	2%	2%	3%	1%	3%	2%	3%
Information and Communication	2%	1%	3%	1%	3%	2%	2%
Construction Sector	2%	2%	1%	3%	1%	3%	1%



Employment by Economic Activity Classification¹

Economic Activity	Total N=676	School of Business Administration N=152	School of Humanities, Social and Education Sciences N=258	School of Law N=49	School of Sciences N=73	School of Medicine N=28	School of Dentistry N=16	Cypriots N=317	Greeks N=342	Other N=17
Human Health and Social Work Activities	26%	10%	16%	-	42%	100%	100%	32%	18%	59%
Education	21%	5%	48%	-	5%	-	-	15%	27%	-
Professional, Scientific and Technical Activities	11%	9%	5%	76%	6%	-	-	9%	13%	-
Wholesale & Retail Trade	11%	20%	5%	2%	16%	-	-	11%	11%	6%
Public Administration and Defence	10%	13%	13%	10%	5%	-	-	13%	8%	6%
Accommodation and Food Service Activities	4%	9%	3%	2%	2%	-	-	3%	4%	6%
Manufacturing Sector	4%	11%	3%	-	2%	-	-	3%	5%	6%
Arts Entertainment and Recreation	3%	1%	1%	-	9%	-	-	4%	2%	-
Transportation and Storage	2%	5%	-	-	4%	-	-	2%	3%	6%
Financial and Insurance Activities	2%	6%	1%	2%	2%	-	-	3%	1%	6%
Information and Communication	2%	4%	2%	-	3%	-	-	1%	3%	-
Construction Sector	2%	3%	1%	-	2%	-	-	3%	-	-

Breakdown of Employment by Economic Activity

Economic Activity	Employed Alumni
Human Health and Social Work Activities	26%
Hospital and Medical Activities	22%
Psychological Services	3%
Social Services, Charity & Welfare	1%
Education	21%
Professional Scientific and Technical Activities	11%
Legal Activities	5%
Accounting & Auditing Activities	3%
Management and Technical Services Consultancy Activities	3%
Wholesale & Retail Trade	11%
Public Administration and Defence	10%
Administration of the State and the economic and social policy of the community	8%
Defence	2%
Accommodation and Food Service Activities	4%
Hotels and Similar Accommodation	2%
Food & Beverage Services	2%
Manufacturing Sector	4%
Arts Entertainment and Recreation	3%
Athletics Sports & Fitness Activities	2.5%
Creative arts/Museums	0.5%



Breakdown of Employment by Economic Activity

Economic Activity	Employed Alumni
Transportation and Storage	2%
Financial and Insurance Activities	2%
Information and Communication	2%
Computer Programming, Consultancy and Related Activities	1.3%
Telecommunications	0.4%
Publishing and Broadcasting	0.4%
Construction Sector	1%
Electricity Power Generation, Transmission and Distribution	0.4%
Administrative and Support Services Activities	0.3%
Real Estate Activities	0.3%
Water Supply Sewerage, Waste Management Activities	0.3%
Other Service Activities	0.3%
Activities of Extraterritorial Organisations and Bodies	1%



A few well-known employers

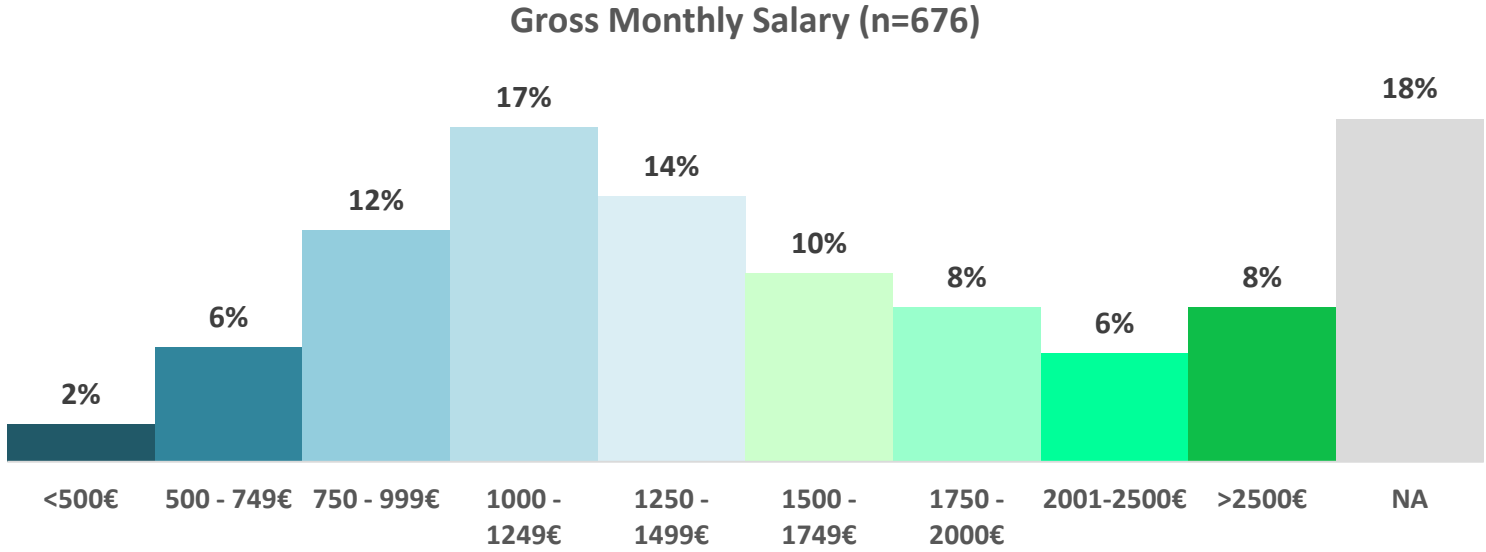
Central Bank of Cyprus, Hellenic Bank, Eurobank, Astrobank Bank, National Bank of Greece, CNP Insurance, Trust Insurance, Altius Insurance. Deloitte, PWC, Ernst & Young, Grant Thornton, Baker Tilly,, Bank of Cyprus Oncology Center, American Medical Center, German Oncology Center, Apollonion Hospital, Metaxas Cancer Hospital, Aretaio Hospital, Melathron, Epic, Cablenet, Skai TV,, Columbia Restaurants, Hilton Hotel, Atlantica Hotel, City of Dreams Mediterranean, Pfizer, Medochemie, Remedica, Coca Cola Photos Photiades, KEO, Motor Oil, EKO, Lidl, Alphamega, Sklavenits, Zorbas, Jumbo, IKEA, European Commission, Aegean Airlines,.



In which sector of economic activity are you employed? Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

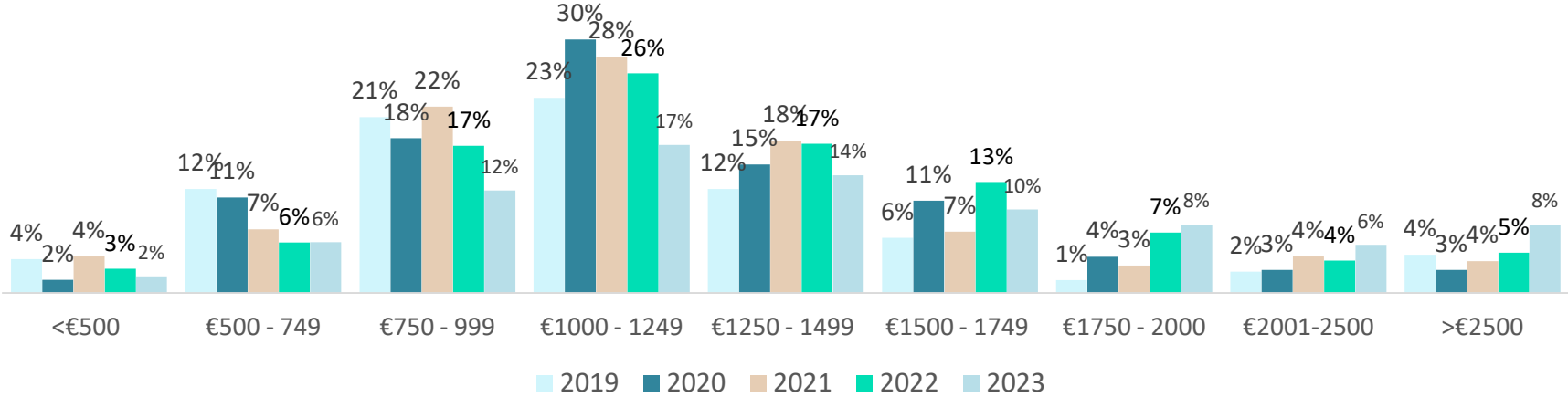
Gross Monthly Salary

Average monthly Salary €1568
2023: €1378



Twenty percent earn up to €999, 26% earn €1000-1249, 26% earn €1250-1499, 10% are paid €1500-1749, 14% earn €1750-2500 and 8% earn more than €2500.
The average monthly salary increased to €1568 compared to €1265 in 2021.

Gross monthly salary by academic year



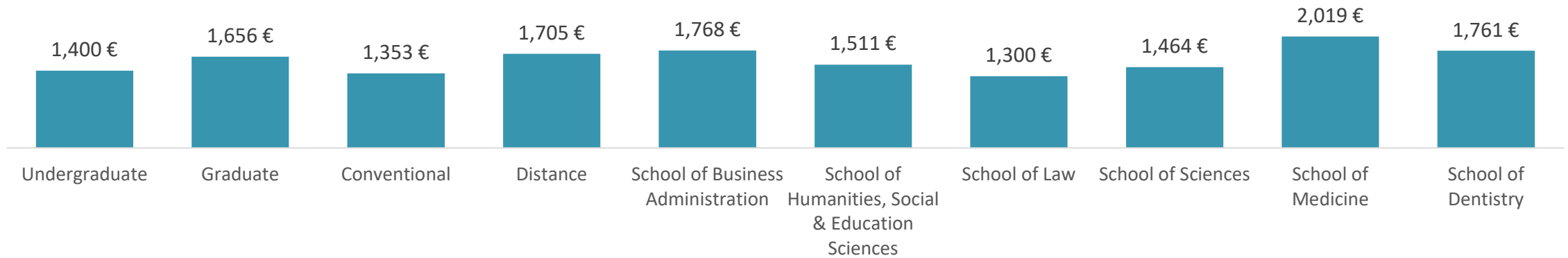
In 2023 there is an increase in the number of graduates earning more than €1750.



Can you please tell us what is your gross monthly income?

Average Gross Monthly Salary

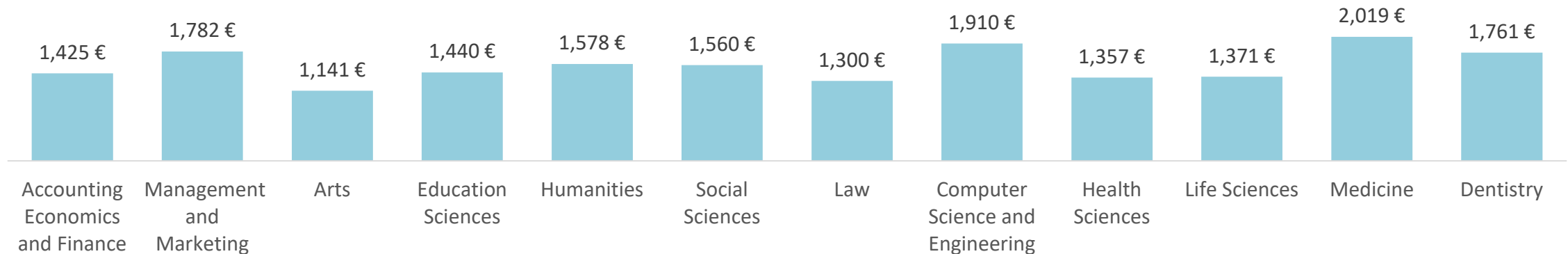
Average Gross Monthly Salary



Higher salaries for:


Medicine, Computer Science and Engineering, Management and Marketing, Medicine and Dentistry graduates

Average Gross Monthly Salary by Department



IV. Postgraduate Studies

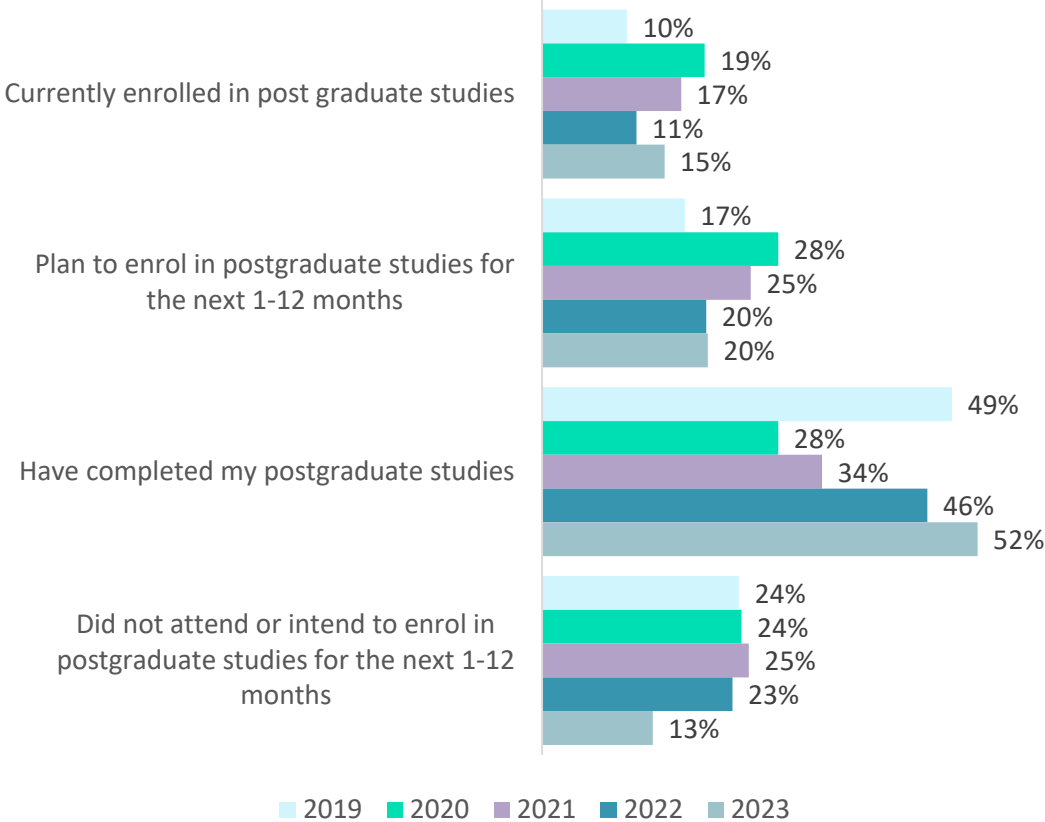
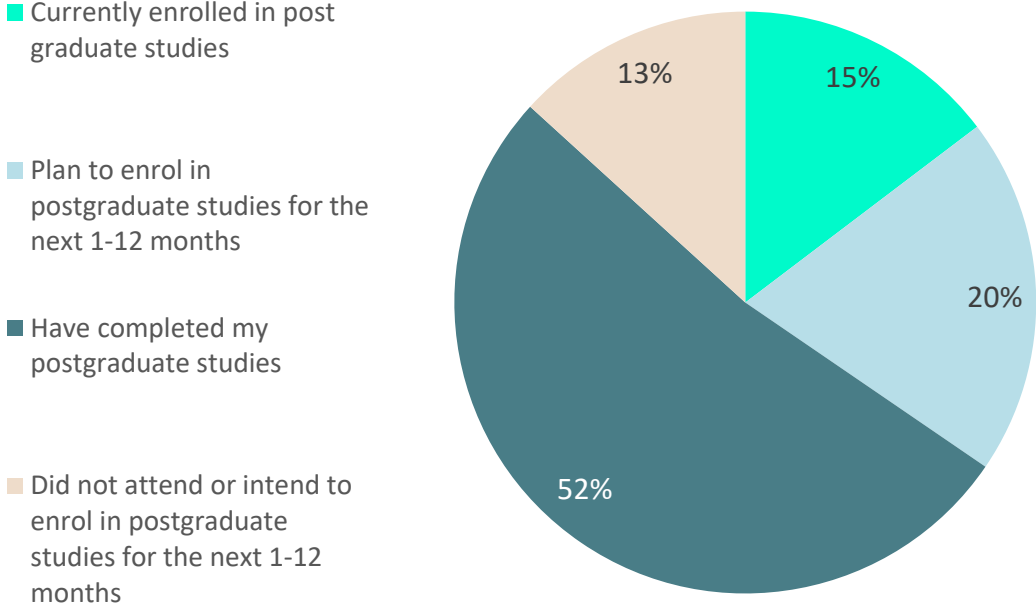
Enrolment in Postgraduate Studies



- **15% are currently enrolled in postgraduate studies**
- **20% plan to enrol within the next 12 months**

- Enrolment in postgraduate studies increased by 4pp compared to 2022. The trend for postgraduate enrolment in the next 1-12 months is at the same level as in 2023.

Enrolment in Postgraduate Studies (n=770)

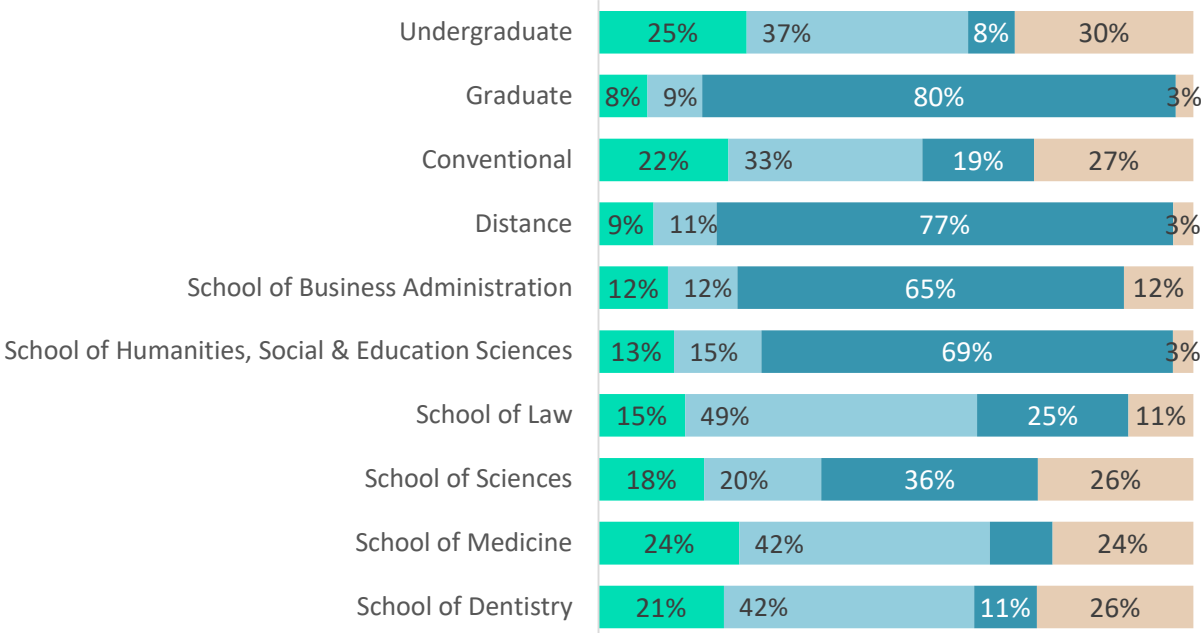


Regarding Postgraduate Studies which of the following is true for you?

Enrolment in Postgraduate Studies

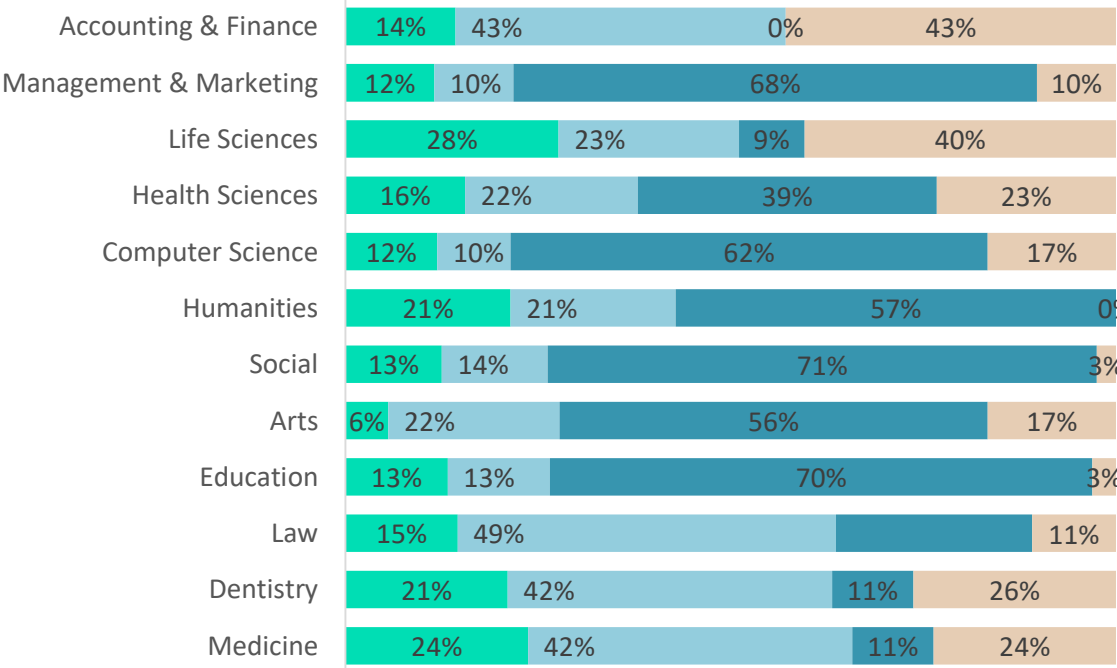
Enrolment in postgraduate studies is higher among graduates of the Departments of Health Science, Humanities, Medicine and Dentistry . A high propensity to enrol in postgraduate studies within the next 12 months is observed among alumni of the Departments of Accounting & Finance, Law, Dentistry and Medicine.

Enrolment in Postgraduate Studies -Analysis by groups



- Currently enrolled in post graduate studies
- Plan to enrol in postgraduate studies for the next 1-12 months
- Have completed my postgraduate studies
- Did not attend or intend to enrol in postgraduate studies for the next 1-12 months

Erolment in Postgraduate Studies - By Department

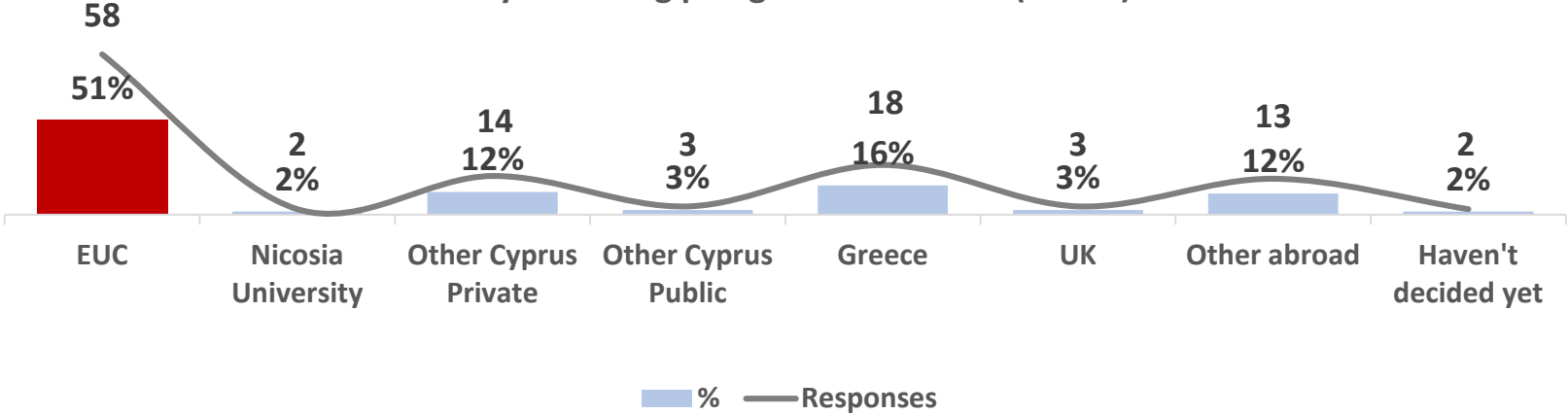


- Currently enrolled in post graduate studies
- Plan to enrol in postgraduate studies for the next 1-12 months
- Have completed my postgraduate studies
- Did not attend or intend to enrol in postgraduate studies for the next 1-12 months



Universities they are Currently Attending

Currently attending postgraduate studies (n=113)



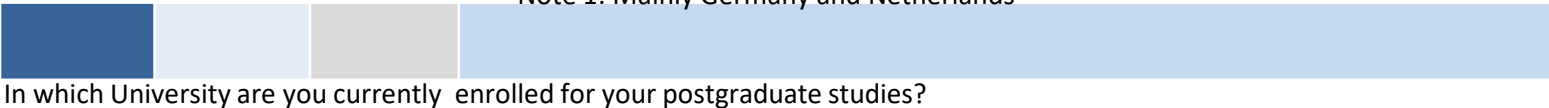
Fifty One percent (38 persons) who are currently attending postgraduate studies are enrolled in EUC.

UNIC was chosen by 2% (2 persons), while 3% chose other public Universities in Cyprus and 12% (14 persons) enrolled in other private Universities in Cyprus. Sixteen percent chose Greek universities, 12% mentioned universities in other countries (mainly the Netherlands and Germany) and 3% UK universities.

Compared to 2021 there is a decrease of 9pp in graduates who chose EUC.

	2023 (n=113)		2022 (n=61)		2021 (n=78)		2020 (n=62)	
	%	Responses	%	Responses	%	Responses	%	Responses
EUC	51%	58	57%	35	60%	47	68%	42
Nicosia University	2%	2	5%	3	6%	5	8%	5
Frederick University	-	-	-	-	3%	2	-	-
Other Cyprus Private	12%	14	7%	4	10%	8	8%	5
Other Cyprus Public	3%	3	2%	1	5%	4	5%	3
Greece	16%	18	10%	10	6%	5	5%	3
UK	3%	3	3%	2	4%	3	5%	3
Other abroad ¹	12%	13	8%	5	5%	4	2%	1

Note 1: Mainly Germany and Netherlands



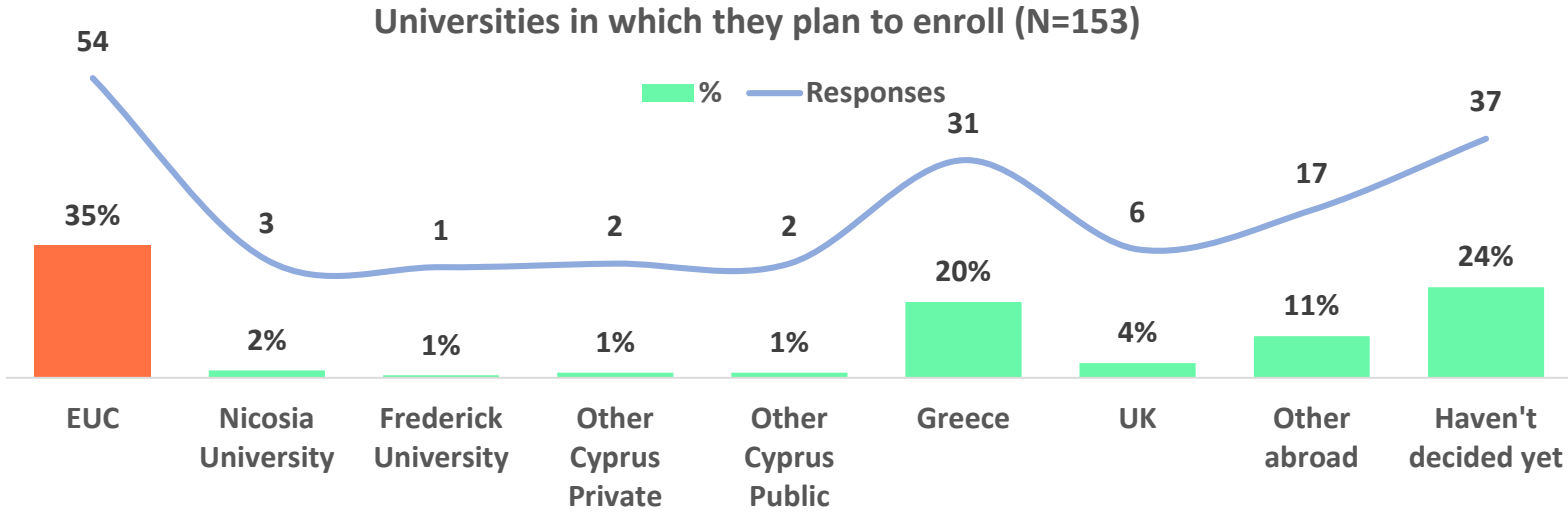
Universities they are Currently Attending

	Conventional	Distance	School of Business Administration	School of Humanities, Social & Education Sciences	School of Law	School of Sciences	School of Medicine	School of Dentistry
Base:	71	41	19	37	8	36	9	4
EUC	37	21	11	20	4	22	1	-
Nicosia University	2	-	-	2	-	-	-	-
Other Cyprus Private	11	3	1	4	1	8	-	-
Other Cyprus Public	3	-	-	1	-	1	-	1
Greece	7	11	2	8	-	3	4	1
UK	1	2	3	-	-	-	-	-
Other abroad	8	4	2	2	3	1	3	2

	Accounting & Finance	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Humanities	Social	Arts	Education	Law	Dentistry	Medicine
Base:	1	18	13	18	5	3	20	1	13	8	4	9
EUC	1	10	9	9	4	1	7	1	11	4	-	1
Nicosia University	-	-	-	-	-	-	2	-	-	-	-	-
Other Cyprus Private	-	1	2	6	-	-	3	-	1	1	-	-
Other Cyprus Public	-	-	1	-	-	-	1	-	-	-	1	-
Greece	-	2	-	2	1	2	6	-	-	-	1	4
UK	-	3	-	-	-	-	-	-	-	-	-	-
Other abroad	-	2	1	-	-	-	1	-	1	3	2	3

Universities in which they Plan to Enrol

- Thirty five percent (54 persons) plan to enrol in EUC or Cyprus College.
- UNIC and Frederic were chosen by 2% and 1% respectively, while 1% will enrol in other private and public Universities in Cyprus. One out of five plan to continue their studies in Greece and 11% in other countries. Twenty-four percent haven't decided yet.
- Compared to 2022 there is a decrease of 33pp in graduates who plan to enrol in EUC.



	2023 (n=153)		2022 (n=106)		2021 (n=117)		2020 (n=90)	
	%	Responses	%	Responses	%	Responses	%	Responses
EUC	35%	54	68%	72	49%	57	59%	53
Nicosia University	2%	3	1%	1	3%	3	2%	2
Frederick University	1%	1	1%	1	1%	1	2%	2
Other Cyprus Private	1%	2	2%	2	2%	2	2%	2
Other Cyprus Public	1%	2	4%	4	4%	5	9%	8
Greece	20%	31	8%	8	9%	10	4%	4
UK	4%	6	3%	3	4%	5	1%	1
Other abroad	11%	17	7%	7	14%	16	4%	4
Haven't decided yet	24%	37	6%	6	15%	18	16%	14

Other abroad includes mainly universities in Netherlands, Germany and USA

Universities in which they Plan to Enrol

	Undergraduates	Graduates	School of Business Administration	School of Humanities, Social & Education Sciences	School of Law	School of Sciences	School of Medicine	School of Dentistry
Base:	109	44	19	43	27	40	16	8
EUC	29	25	12	20	11	11	-	-
Nicosia University	3	-	-	-	-	2	1	-
Frederick University	-	1	-	1	-	-	-	-
Other Cyprus Private	2	-	1	-	-	1	-	-
Other Cyprus Public	1	1	-	-	1	1	-	-
Greece	25	6	1	8	4	7	9	2
UK	6	-	-	-	1	2	-	3
Other abroad	17	-	-	3	1	8	3	2
Haven't decided yet	26	11	5	11	9	8	3	1

	Accounting & Finance	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Humanities	Social	Arts	Education	Law	Dentistry	Medicine
Base:	3	16	11	26	4	3	22	4	13	27	8	16
EUC	2	10	3	7	1	3	8	1	8	11	-	-
Nicosia University	-	-	-	1	1	-	-	-	-	-	-	1
Frederick University	-	-	-	-	-	-	1	-	-	-	-	-
Other Cyprus Private	-	1	-	1	-	-	-	-	-	-	-	-
Other Cyprus Public	-	-	-	1	-	-	-	-	-	1	-	-
Greece	-	1	3	4	-	-	7	1	-	4	2	9
UK	-	-	-	2	-	-	-	-	-	1	3	-
Other abroad	-	-	2	5	1	-	1	2	-	1	2	3
Haven't decided yet	1	4	3	5	1	-	5	-	5	9	1	3

Reasons for not Selecting EUC for Postgraduate Studies

Enrolled in Graduate Studies (n=53)	Total	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Humanities	Social	Education	Law	Dentistry	Medicine
Not offering the program /specialization I'm interested in	26	4	2	7	-	1	4	-	2	2	4
For financial reasons/no tuition	9	-	-	-	-	1	4	2	1	1	-
Study at a different university/new experiences	4	3	-	-	-	-	-	-	-	1	-
Prefer to study abroad	2	2	-	-	-	-	-	-	-	-	-
The level of education is higher	2	-	1	-	-	-	-	-	1	-	-
I wanted to go back to my country/ It is in my city of residence	2	-	-	-	1	-	1	-	-	-	-
The master's degree I want is not offered online	2	-	-	1	-	-	1	-	-	-	-
My application to EUC was rejected	2	-	-	-	-	-	2	-	-	-	-
I have more opportunities to find a job	1	-	-	-	-	-	-	-	-	-	1
Teaching hours are not convenient for me	1	-	-	-	-	-	1	-	-	-	-
I did not like the organization/structure of the courses	1	-	-	-	-	-	1	-	-	-	-
I was interested in the Institute of Neurology and Genetics	1	-	1	-	-	-	-	-	-	-	-
Will start working in Germany next month	1	-	-	-	-	-	-	-	-	-	1
Lives in Germany	1	-	-	-	-	-	-	-	-	-	1
Does not offer Postgraduate degree in Byzantine Music	1	-	-	-	-	1	-	-	-	-	-
Does not offer courses in counselling psychology	1	-	-	-	-	-	1	-	-	-	-



Reasons for not Selecting EUC for Postgraduate Studies

Planning to Enrol in Graduate Studies (n=63)	Total	Management & Marketing	Life Sciences	Health Sciences	Computer Science	Social	Arts	Law	Dentistry	Medicine
Not offering the program /specialization I'm interested in	35	1	2	10	2	4	2	2	4	8
For financial reasons/no tuition	6	-	-	-	-	4	-	1	-	1
Prefer to study abroad	5	-	1	2	-	-	-	1	-	1
I wanted to go back to my country/ It is in my city of residence	5	-	2	-	-	-	1	1	1	-
The level of education is higher	2	-	-	-	-	1	-	-	-	1
Study at a different university/new experiences	1	-	-	-	-	-	-	-	-	1
Teaching hours are not convenient for me	1	-	-	1	-	-	-	-	-	-
Does not offer a degree in European Law	1	-	-	-	-	-	-	1	-	-
Does not offer Dermatology online	1	-	-	-	-	-	-	-	-	1
My application to EUC was rejected	1	-	-	-	-	-	-	-	1	-
EUC only cares about getting its money, it doesn't care about the student	1	-	-	1	-	-	-	-	-	-
The master's degree is officially recognized immediately	1	-	-	-	-	1	-	-	-	-
Does not offer Public Health Administration	1	-	-	1	-	-	-	-	-	-
Works at CDA	1	1	-	-	-	-	-	-	-	-
EUC stopped offering graduate degrees in Music	1	-	-	-	-	-	1	-	-	-
Works in UK	1	-	-	-	-	-	-	-	1	-
My family lives in USA	1	-	-	-	-	-	-	1	-	-

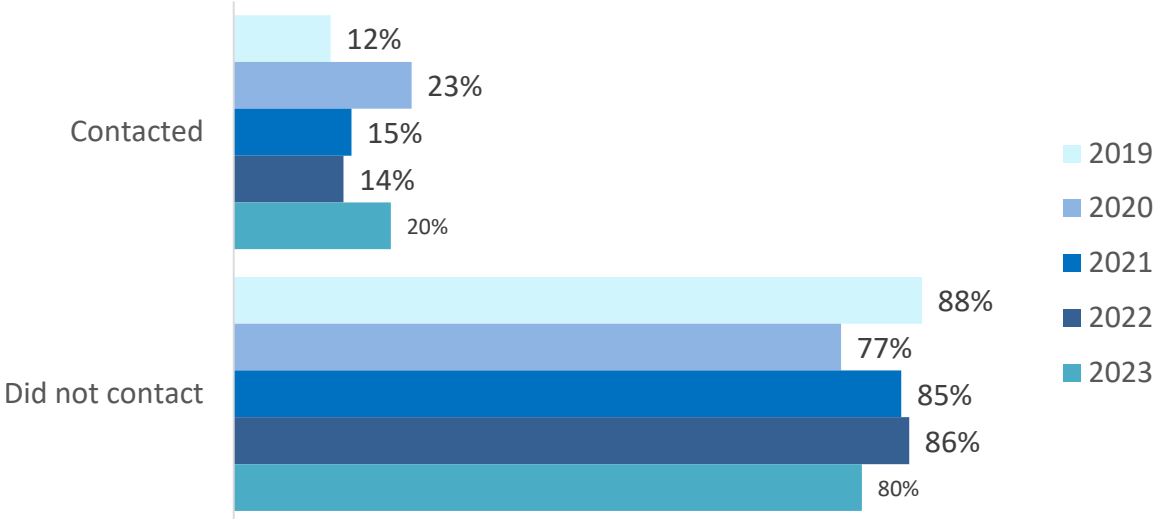
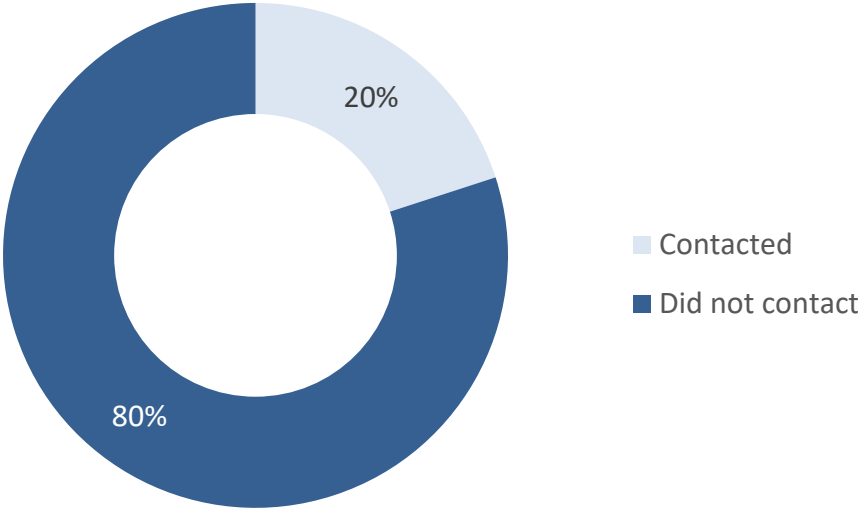


Can you please tell us why you didn't select EUC for postgraduate studies?

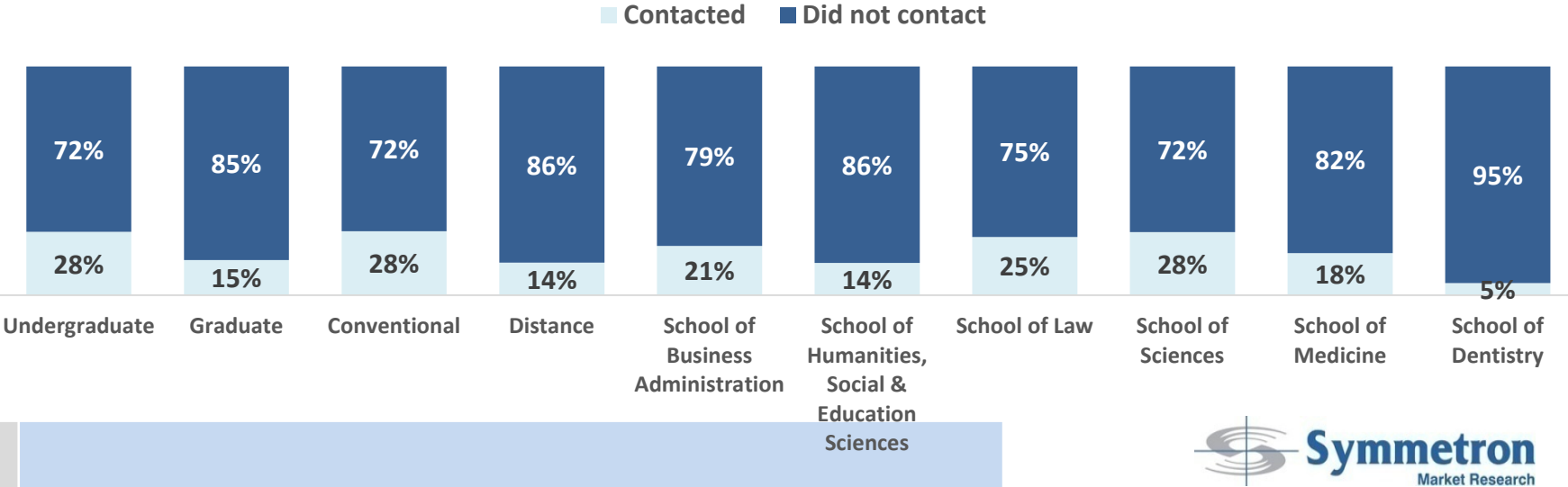
V. Satisfaction with European University Cyprus

Contacting the Career Centre for Assistance

Contacting the Career Centre for Assistance (n=676)



20% have used the services of EUC's Career Centre for Assistance. Compared to 2022 there is an increase of 6pp.

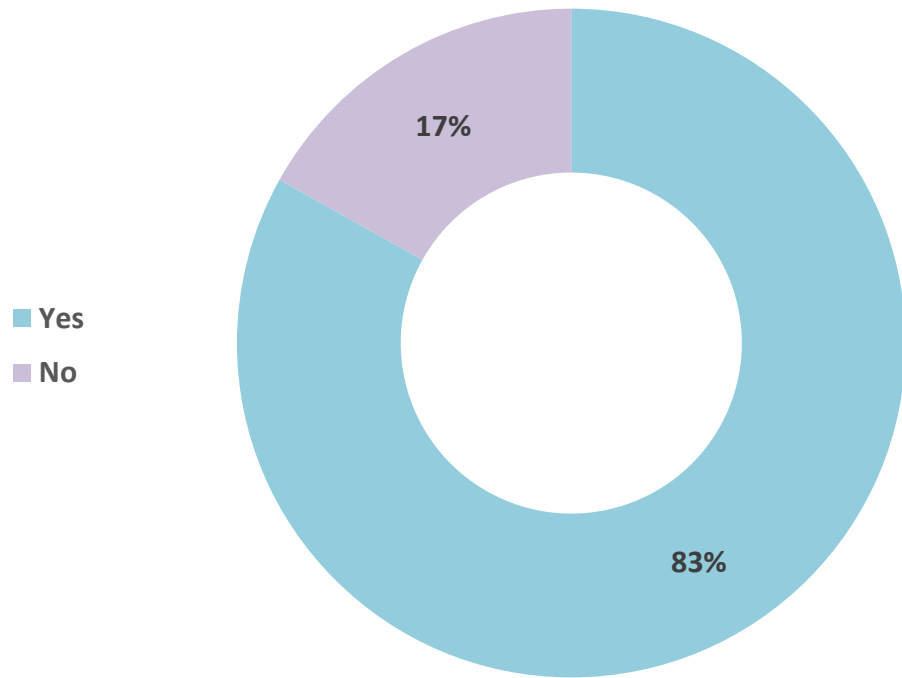


Did you contact the Career Centre of EUC to ask for help?



The majority 83% were satisfied with the services of EUC's Career Centre. There is a significant increase compared to 2020 by 22 points

Getting the support they were looking for from EUC's Career Centre (n=154)

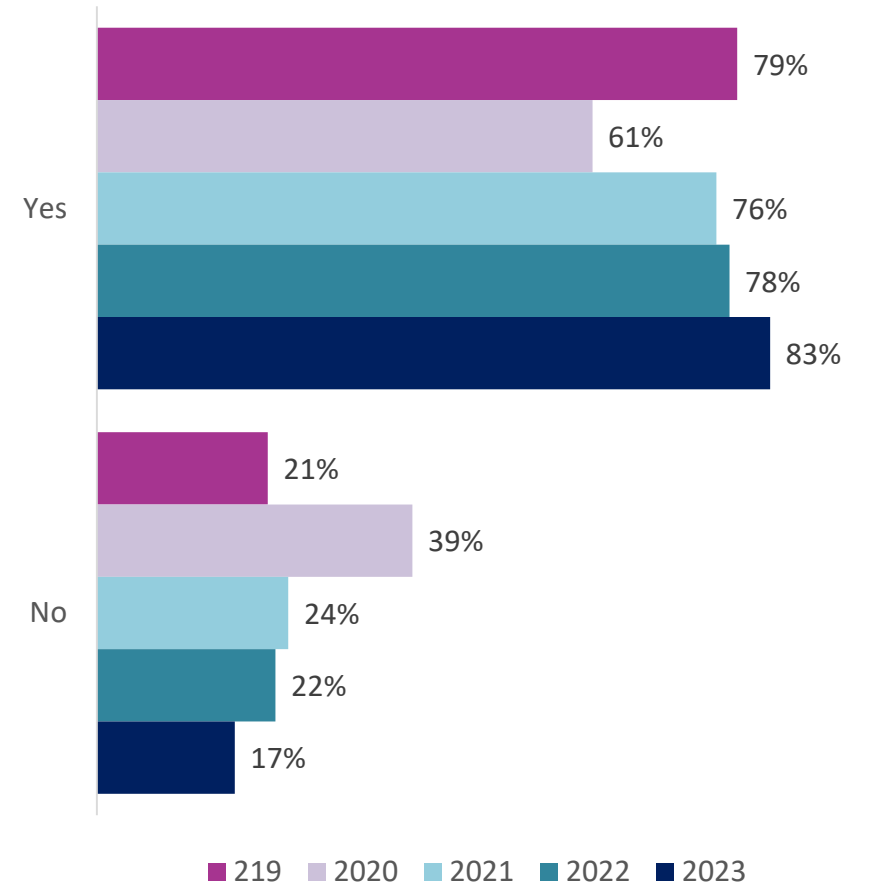


Yes
No

50



Did you get the help you were looking for (Career Centre)?



2019 2020 2021 2022 2023

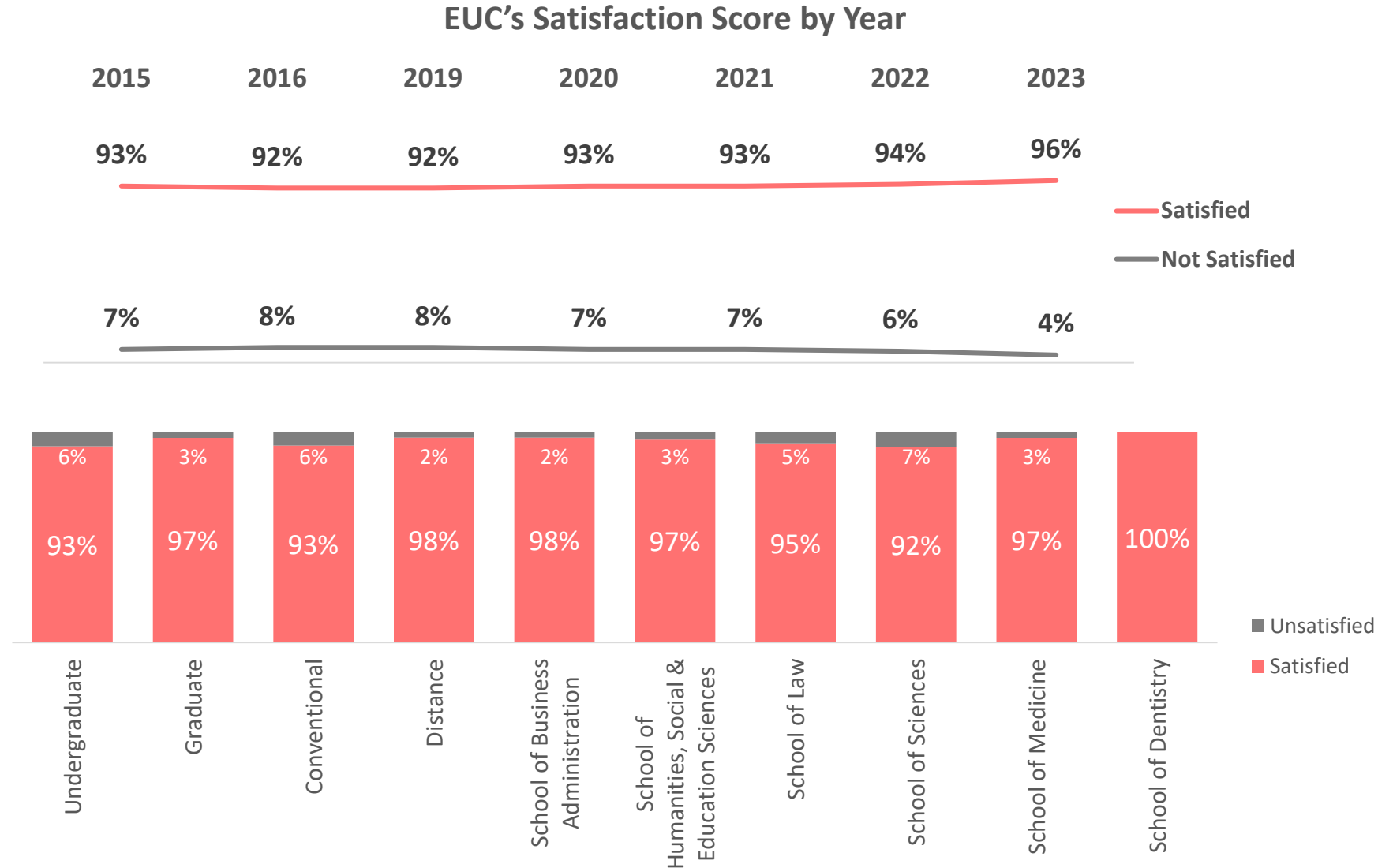
Satisfaction with European University

N=770



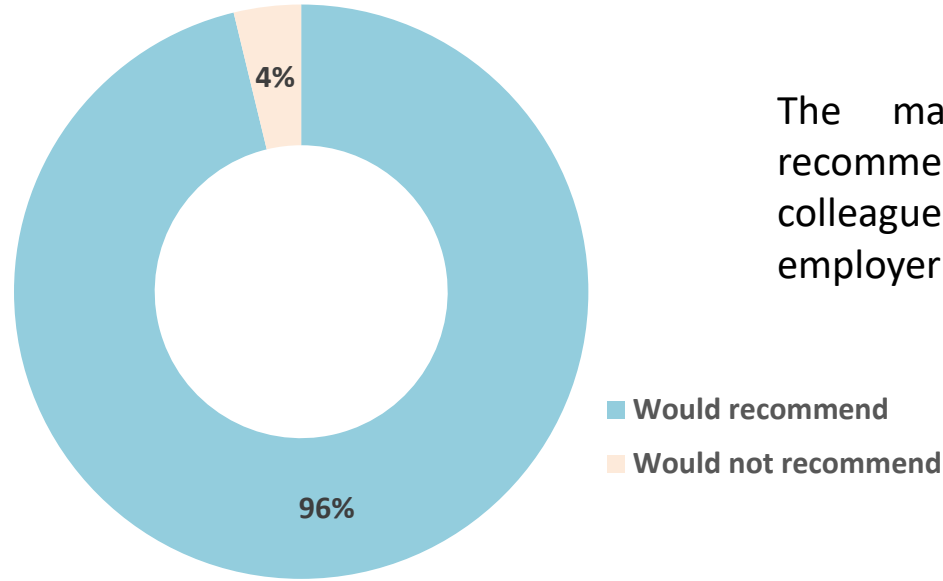
96% student satisfaction score

Consistency
The satisfaction score is consistently high across all groups of graduates, during the period 2014-2023

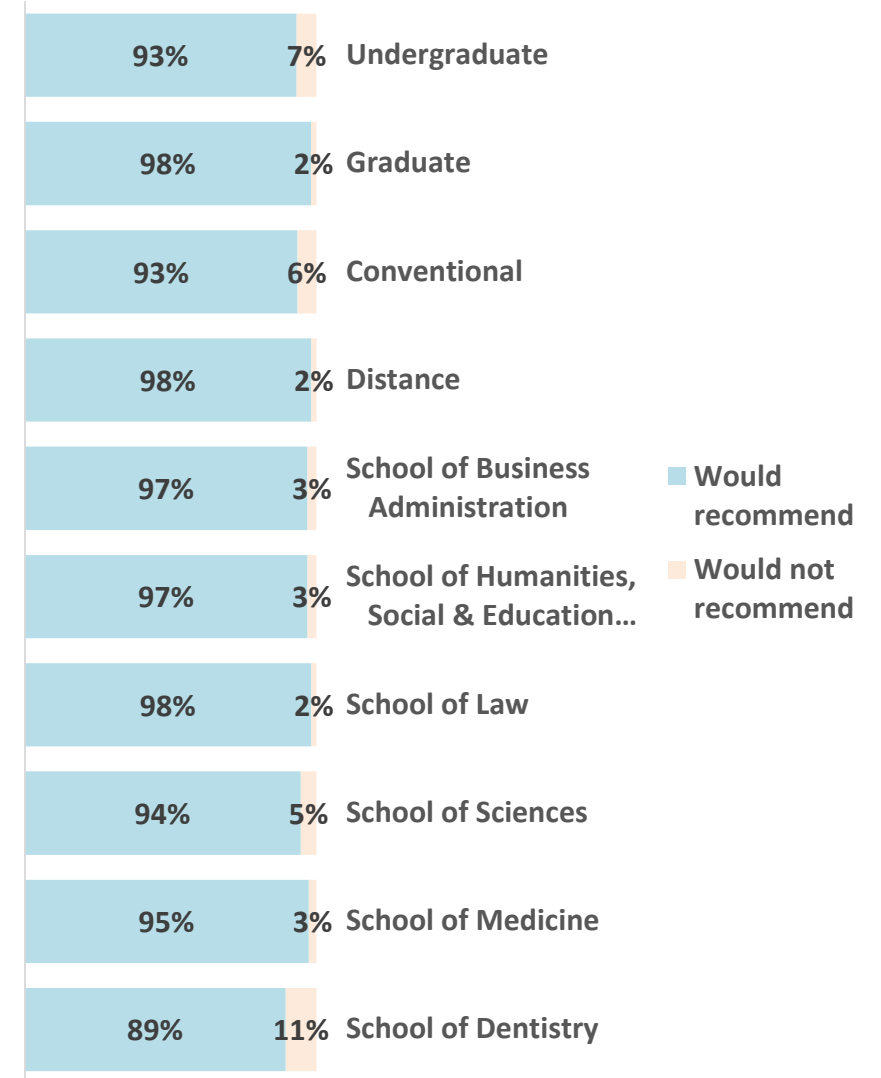
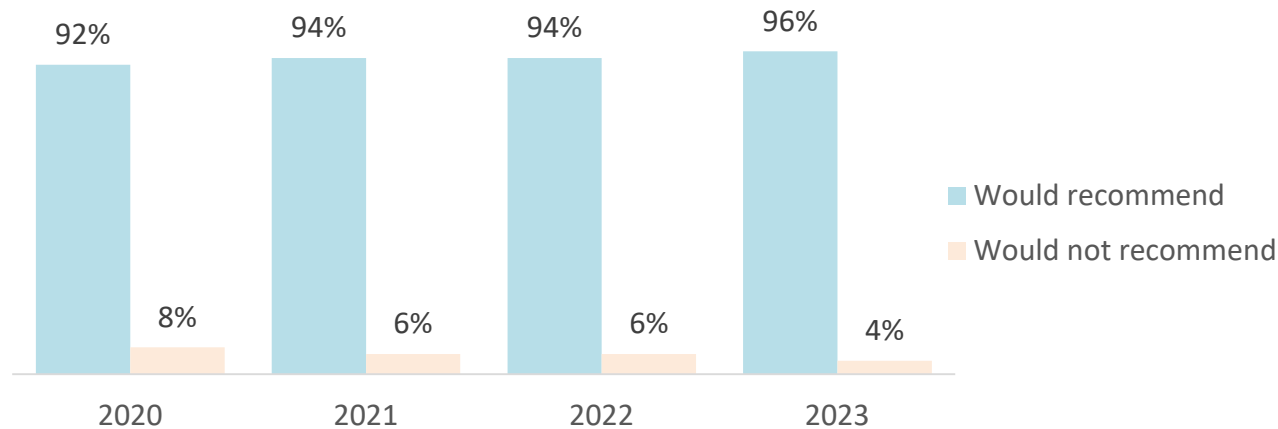


Intention to recommend EUC to colleagues or to their employer

Recommendations to colleagues and employer (n=770)

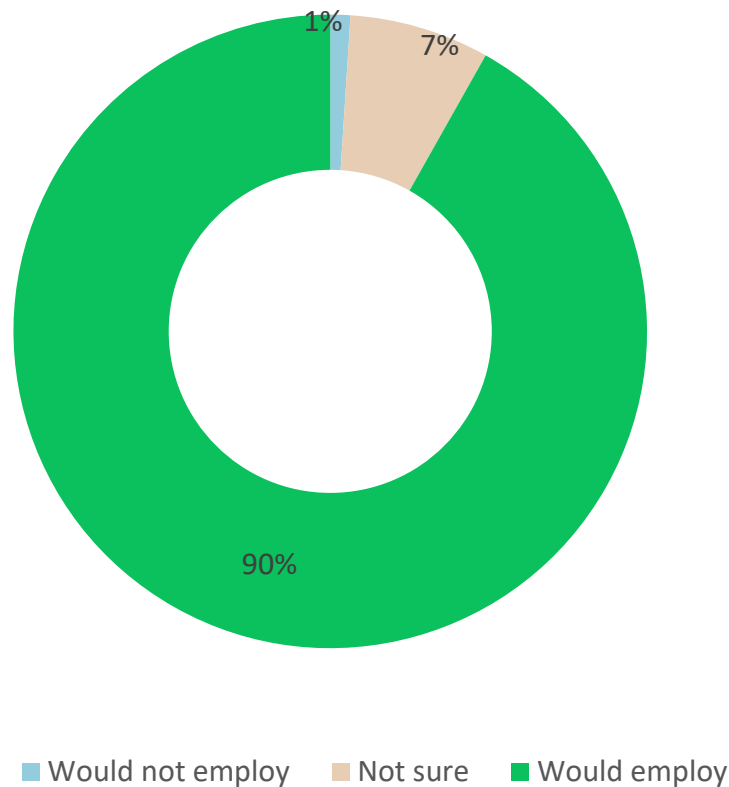


The majority (96%) would recommend EUC to their colleagues for studies or to their employer for cooperation.

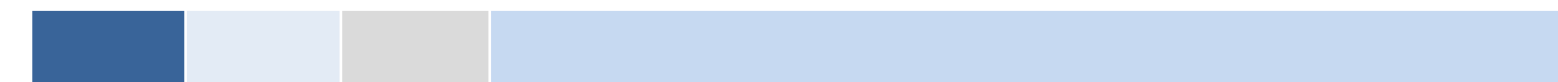
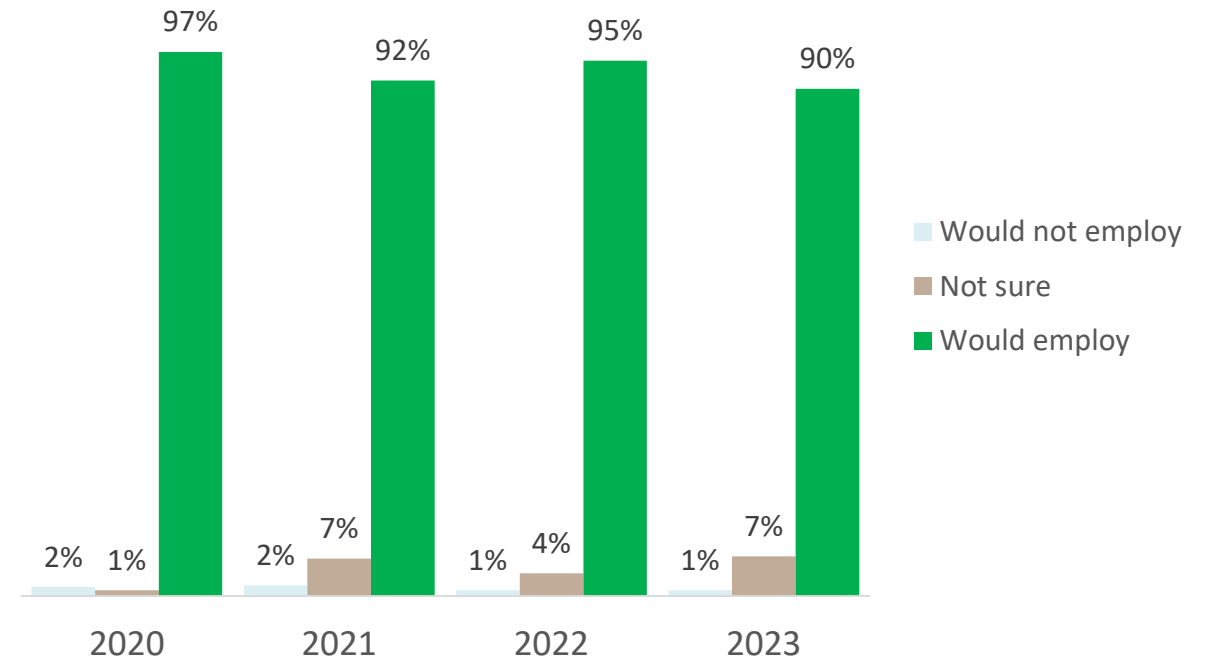


Intention to Employ an EUC Graduate in the Company in which they Work

Intention to employ an EUC graduate for employment (N=676)



The majority (90%) would employ an EUC graduate, if they were involved in the recruitment process of their company. Compared to 2022 there is a decrease of 5pp.



If you participated in the recruitment process in the company you work for, would you employ a graduate of EUC? Scale 1-10, 1=definitely not, 10 definitely yes

V Main Findings

- Employment rate for EUC's 2021 alumni is 88%. A higher employment rate is observed among graduates (92%), distance learning graduates (92%), graduates of the School of Business Administration (93%), School of Law (89%) and School of Humanities, Social & Education Sciences (88%).
- The employment rate for EUC alumni increased by nine points to 88% in 2023, compared to 79% for 2022.
- The overall unemployment rate is 12%. However, *the real unemployment rate* among EUC's graduates is 2,7%, since approximately 9,5% of graduates are not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs and therefore do not fall into the unemployment category definition.
- A relatively higher unemployment rate is observed among graduates of the Departments of Dentistry and Medicine. However, these results should be viewed with caution due to the small statistical base (<40) for each group.
- Around 23% of unemployed graduates (2% of the total sample) have lost their jobs due to suspension of operations by businesses.
- 91% of employed graduates are working full time and 9% part time. Full time employment for EUC graduates increased by 6 points compared to 2021 (85%).
- 86% are working in paid employment and 14% are self-employed. Paid employment increase by 3 points compared to 2021.
- Nineteen percent of the alumni who are currently working, were employed less than a month after graduation. Twenty percent were employed within one to six months after graduation and 5% in more than 7 months. Fifty six percent were already working during their studies.
- Managers account for 12%, while Professionals comprise the largest category 73%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5% and Services and Sales Workers 5%.
- Compared to 2020, there is an increase of 7 points for the category of Managers..
- Forty eight percent have been employed 12 or less months in their current position while 22% have been employed one to three years. Fourteen percent have been employed three to seven years and 16% have been employed more than seven years.



- The majority 84% reported that their job relates to their program of study. This view prevails across all alumni groups. The corresponding percentage for 2022 80%.
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Medicine and the school of Humanities and Social & Education Sciences. Employment in the private sector increased by 3 points compared to 2022.
- The top five occupations in 2023 are Lawyer, Medical Doctor, Secondary Education Teachers, Psychologists and Private Teachers.
- Most EUC graduates (26%) are employed in the Human Health and Social Work Activities sector, 21% are employed in the Education sector and 11% respectively in the Wholesale & Retail sector and the Professional Scientific and Technical activities . Other important sectors are the Public Administration and Defence (10%), Accommodation & Food Service (4%) and Manufacturing sector 94%). Compared to 2022 there are increases for the professional Scientific and Technical Activities sector (+4pp) and the Manufacturing sector (+3pp).
- The average gross monthly salary increase to €1568 compared to €1378 in 2022. Twenty percent earn up to €999, 17% earn €1000-1249, 14% earn €1250-1499, 10% are paid €1500-1749, 14% earn €1750-2500 and 8% earn more than €2500. In 2023 there is an increase in the number of graduates earning more than €1750.
- Proportionally higher salaries are earned by graduates of the Departments of Medicine, Computer Science and Engineering, Management and Marketing, and Dentistry.



- 15% are currently enrolled in postgraduate studies, while a further 20% plan to enrol within the next 12 months. Fifty two percent have completed their postgraduate studies and 13% did not attend or intend to enrol within the next 1-12 months.
- Postgraduate enrolments are up four points compared to 2022, while the propensity to enrol over the next 1-12 months is at the same level as in 2022.
- Fifty one percent who are currently attending postgraduate studies are enrolled in EUC. The corresponding percentage for 2022 was 57%.
- UNIC was chosen by 2% (5% in 2022), while 12% chose other private Universities in Cyprus (7% in 2022) and 3% enrolled in public Universities in Cyprus.
- The Department Management & Marketing has the largest proportion of students choosing other universities (abroad) for a master's degree (caution: small statistical base).
- Only 35% of alumni who plan to pursue postgraduate studies over the next 12 months will enrol in EUC, 24% haven't decided yet, 5% chose other universities in Cyprus and 35% plan to study abroad.
- Compared to 2022 there is a significant decrease of thirty-three points for graduates who plan to enrol in EUC.
- The main reason for choosing other Universities is the lack of postgraduate programs that interest them. This is specifically important for the graduates of Health Sciences, Management & Marketing and Medicine Departments.
- Twenty percent have used the services of EUC's Career compared to 14% in 2022.
- The majority 83% were satisfied with the services of EUC's Career Centre, compared to 78% in 2022.
- The student satisfaction score is 96% and is consistently high across all student groups, during the period 2015-2023.
- The majority (96%) would recommend EUC to their colleagues for studies or to their employer for cooperation.
- The majority (90%) would employ an EUC graduate, if they were involved in the recruitment process of their company. Compared to 2022 there is a decrease of 3pp



Annex Ia

A/A	Degree	Participants in the survey	Working	Non Working	Employability %
1	Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο, B.Sc)-Εξ Αποστάσεως	7	4	3	57%
2	Ψυχολογία (4 Έτη, Πτυχίο)	7	5	2	72%
3	Ψυχολογία- Κλινική Ψυχολογία (24 Μήνες/160 ECTS, Μεταπτυχιακό)	7	6	1	86%
4	Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες /90 ECTS, Μεταπτυχιακό,Εξ αποστάσεως)	42	36	6	86%

(DEU) Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο, Β.Sc)-Εξ Αποστάσεως

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Officer	Over a year	No	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Satisfied
2	Psychologist	Already working before graduation	Yes	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Satisfied
3	Officer	Already working before graduation	No	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Not satisfied
4	HR Manager	Already working before graduation	Yes	Public Sector	I am enrolled in graduate studies	Satisfied

Ψυχολογία (4 Έτη, Πτυχίο)

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Sales Person	4-6 months	No	Private Sector	I am enrolled in graduate studies	Satisfied
2	Psychologist	Found a job immediately	Yes	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Not satisfied
3	Administrative/ Management Officer	Found a job immediately	No	Private Sector	I am planning to enroll in graduate studies in the next 1-12 months	Satisfied
4	Air Condition Technician	Found a job immediately	No	Private Sector	I did not enroll or plan to enroll for graduate studies in the next 6-12 months	Satisfied
5	Sales Officer	Already working before graduation	No	Private Sector	I am enrolled in graduate studies	Satisfied

Ψυχολογία- Κλινική Ψυχολογία (24 Μήνες/160 ECTS, Μεταπτυχιακό)

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Not satisfied
2	Psychologist	Found a job immediately	Yes	Private Sector	Yes	Satisfied
3	Psychologist Self Employed	4-6 months	Yes	Private Sector	Yes	Satisfied
4	Psychologist Self Employed	1-3 months	Yes	Private Sector	Yes	Satisfied
5	Health Sector Manager	4-6 months	Yes	Private Sector	Yes	Satisfied
6	Psychologist Self Employed	Found a job immediately	Yes	Private Sector	Yes	Satisfied

Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες /90 ECTS, Μεταπτυχιακό,Εξ αποστάσεως)

A/A	Position	Length of Time to Find Employment after they started their Job Search	Job Relatedness Vs Program of Study	Sector of employment	Status/Plan for graduate studies	Satisfaction with EUC
1	Social Worker	Already working before graduation	Yes	Public Sector	Yes	Satisfied
2	Social Worker	Over a year	Yes	Public Sector	Yes	Satisfied

3	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
4	Nursery / Kindergarten Teacher	Already working before graduation	Yes	Public Sector	Yes	Satisfied
5	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
6	Nurse/midwife	Already working before graduation	Yes	Public Sector	Yes	Satisfied
7	Secretary	Already working before graduation	No	Private Sector	Yes	Satisfied
8	Primary Education Teacher	Already working before graduation	No	Public Sector	Yes	Satisfied
9	Nursery / Kindergarten Teacher	Already working before graduation	Yes	Private Sector	Yes	Satisfied
10	Social Worker	Found a job immediately	Yes	Non-profit Organizations	Yes	Not satisfied
11	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
12	Administrative /Management Officer	Already working before graduation	No	Public Sector	Yes	Satisfied
13	Private Teacher/ Tutor	Already working before graduation	Yes	Private Sector	Yes	Satisfied
14	Project Managemnt	Over a year	No	Non-profit Organizations	Yes	Satisfied
15	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied
16	Secondary Education Teacher	Already working before graduation	Yes	Public Sector	Yes	Satisfied
17	Psychologist	4-6 months	Yes	Private Sector	Yes	Satisfied
18	Primary Education Teacher	Already working before graduation	Yes	Private Sector	Yes	Satisfied
19	Psychologist	4-6 months	Yes	Non-profit Organizations	Yes	Satisfied
20	Social Worker	7-12 months	Yes	Public Sector	Yes	Satisfied
21	Content Moderator	4-6 months	No	Private Sector	Yes	Satisfied
22	Social Worker	Already working before graduation	Yes	Private Sector	Yes	Satisfied
23	Administrative /Management Officer	7-12 months	Yes	Private Sector	Yes	Satisfied
24	Social Worker	Already working before graduation	Yes	Private Sector	Yes	Satisfied
25	Nurse/midwife	Already working before graduation	No	Public Sector	Yes	Satisfied
26	Psychologist	4-6 months	Yes	Private Sector	Yes	Satisfied
27	Social Worker	Already working before graduation	Yes	Public Sector	Yes	Satisfied
28	Policeman	Already working before graduation	Yes	Public Sector	Yes	Satisfied
29	Psychologist	Already working before graduation	Yes	Public Sector	Yes	Satisfied
30	Psychologist	1-3 months	Yes	Private Sector	Yes	Satisfied
31	Psychologist Self Employed	Already working before graduation	Yes	Private Sector	Yes	Satisfied
32	Psychologist Self Employed	Already working before graduation	Yes	Private Sector	Yes	Satisfied
33	Administrative /Management Officer	Over a year	No	Private Sector	Yes	Satisfied

34	Psychologist Self Employed	Found a job immediately	Yes	Private Sector	Yes	Satisfied
35	Psychologist	Over a year	Yes	Public Sector	Yes	Satisfied
36	Psychologist	Already working before graduation	Yes	Private Sector	Yes	Satisfied



European
University
Cyprus

Annex II

Guide
PSD400 Practical Applications in the field of Psychology

Table of Contents

<i>1. Practicum Agreement</i>	3
<i>2. Description and Objectives</i>	4
<i>3. Activity Description</i>	5
<i>3.1. Types of activities that may be performed in a Research field:</i>	5
<i>3.2. Types of activities that may be performed in an Applied Work field:</i>	5
<i>3.3. Extra Activity</i>	6

1. Practicum Agreement

European University Cyprus makes certain provisions for students enrolled in the BSc. Psychology, to work on and off-campus and receive valuable practicum experience in the field of Psychology. This opportunity will help them develop a greater awareness of their interests in psychology and gain valuable experience which can be included as a bonus in their C.V., especially when applying for postgraduate degrees.

Through this course, the student will have the opportunity to gain an in-depth knowledge through his/her contacts, in applied work or research fields. Thus, s/he will have the opportunity to observe, explore and participate in several tasks in the field of psychology.

The student must initially select a field under which s/he would like to gain experience e.g., a research or an applied work setting. Based on their field of choice, the student will then be guided by the course instructor for the types of activities that can be performed under each field. A list of activities are described in Part 3 of this guide. Activities include visits to individuals and/or organizations who host professionals coming from the field of psychology, interviewing these professionals, gain research experience and/or participate in virtual laboratory activities.

A student who chooses an activity in applied work settings, has to make the contact himself/herself. A list with contact details of organizations is provided to all students, however, a student has the right to choose a work setting from other organizations which are not included in this list. A signed agreement between the student and the organization must be completed. The course instructor is not responsible placing the student in applied work settings. During their stay in the setting, the student must be supervised by a registered/qualified psychologist (field supervisor) employed by the organization. Further guidance can be found in Part 3.

The student must keep a weekly record of his/her activity in a logbook. Weekly feedback must be provided in the logbook by the assigned field supervisor.

The student who is officially enrolled in PSD400, has one week (first week of the semester) to choose his/her activity and send it to the course instructor for approval. Once it has been approved (second week of the semester), the student is ready to begin and his/her chosen activity must be completed within 11 weeks. The last week of this course is assigned to the completion of a self-reflection assessment which appears at the end of the logbook and during this last week, the student is required to submit his/her logbook along with the comprehensive assessment of the activity. All the above requirements must have, in total, a duration of 13 weeks.

Under **NO** circumstances can the student terminate a placement collaboration without first discussing the matter with the course instructor. Course instructor approval must be gained.

To register in PSD400, the student must have completed 180 ECTS.

2. Description and Objectives

The purpose of the course is to allow students gain practical experience in the field that is directly relevant to the applications of psychology. Students will have the opportunity to explore their professional interests either in an applied setting or in a research setting. Via the hands-on experience in the field, students are provided with the means by which they may enhance their opportunities for future employment as well as to foster their professional development in succeeding in the workforce and/or in further graduate studies. In addition, this experience will allow them to further develop their practical and critical thinking, vocational skills and self-awareness. Finally, students are expected to relate the skills they developed from their practical experience in the field of psychology to their academic program in a Logbook that is due in the final week.

Upon completion of PSD400, students should be able to:

- Develop knowledge on specific characteristics of the different fields of Psychology.
- Understand the application of the theoretical framework of Psychology.
- Acknowledge the psychological principles and processes and demonstrate practical experience in an applied work setting or in a research setting.
- Observe how professionals facilitate applied work or research activities in exploring, understanding and changing human behaviors and mental processes.
- Demonstrate professional skills associated with working effectively in applied work or research settings.
- Understand and follow ethical principles in applied work or research settings.
- Reflect on the implications of their experience.

To successfully complete this course, students must work under field supervision (applied or research), maintain focus and keep detailed records of their work, submit timely reports and complete evaluations with their field supervisor. Requirements for course completion comprise of 180 hours (including field hours as well as course preparation and completion hours). Students must have a weekly involvement in the field, and therefore they must complete and update the logbook on a weekly basis.

Some helpful tips for students are the following:

- Complete a detailed weekly log of the activity in the logbook.
- Acknowledge the short-term and long-term objectives of your experience in the field.
- Attend the scheduled mandatory meetings with both the field supervisor and course instructor.
- Reflect on your experience.

There are up to six (6) meetings/teleconferences that a student must participate with the course instructor. Several topics (e.g. ethical considerations, observational skills, etc.) will be covered in these teleconference meetings and opportunities will be given to refine course's objectives, track students' progress and get support for activities. In addition, during these teleconference meetings students will have the opportunity to receive additional supervision and feedback from the course instructor as well as from other students and also to hear other students' experiences from various placements and psychology fields.

This course is graded as Pass or Fail and no exams are required. Specifically, the 25% goes to the written reports and the other 75% goes to the evaluation of their activities.

3. Activity Description

Below you can find a detailed description of the types of activities that may be completed under each field of Psychology. Irrespective of the activity that you will choose, it is mandatory to have a 13-week engagement and record a total of 180 hours in the course. Specifically, 150 will be spent as field hours, 10 hours in meetings/teleconference meetings, 10 hours for the preparation of the course and 10 hours for the completion of the course including the self-reflection assessment. If the activity you chose, cannot amount up to 150 hours, you may combine activities from all fields described below.

3.1. Types of activities that may be performed in a Research field:

Participating in research activities:

You can choose to collaborate with any faculty member or scientific collaborator from the Department of Social and Behavioral Sciences. The faculty member or the scientific collaborator you will be assigned to, will provide you with a variety of research activities including the exploration of scientific material, compiling literature reviews, writing parts of a research grant proposal, writing parts of a proposal for gaining ethical approval and/or participating in running research (i.e. data collection and/or analysis) of either the supervisor or postgraduate and PhD students of our Department. You may also serve as a research assistant with duties collecting and analyzing data. The aim of this activity is to gain a comprehensive experience in the field of research.

Your responsibilities will be announced by the faculty member that will be your supervisor.

It is student's responsibility, for this activity, to find a faculty member or a scientific collaborator to work with.

Virtual Experiments:

You will have the opportunity to gain lab experience through virtual experiments. You will be able to perform or participate in experiments by analyzing experimental conditions, procedure, data, observing results and presenting conclusions. You will make an agreement with a laboratory supervisor (appointed by the Department of Social and Behavioral Sciences) and arrange a series of experiments. Laboratory experiences will be conducted under highly controlled conditions.

3.2. Types of activities that may be performed in an Applied Work field:

This category includes placements in human service agencies (e.g., NGOs, Humanitarian organizations, retirement centers, counselling services) educational institutions (schools, special schools, after school clubs) industrial/organizational settings, sports, Human Resources and Personnel, Prison centers, rehabilitation centers, EUC Counseling Centre (KEPSYPA), EUC psychology labs (participation in virtual laboratory simulations).

Visiting Applied Work Settings:

You will have the opportunity to gain experience by visiting applied work settings. You must select and contact an organization/setting by yourself. A list is provided with contact details of

organizations; however, you have the right to choose a placement in organizations which are not included in this list. The course instructor is not responsible to place you in a work setting. You will be expected to do the following:

- 1) Secure a placement by the end of the first week of the semester;
- 2) Prepare a resume detailing your previous educational and work experience;
- 3) Complete the “Agreement Form” and obtain signatures from your field supervisor;

You must be supervised by a registered/qualified professional psychologist employed by the organization. A signed agreement between you and the organization must be completed as stated above. This agreement must include the name and credentials of the appointed registered/qualified professional psychologist that will supervise you during your stay, your responsibilities as well as the time that you will spend there. Your responsibilities are to carry out a range of tasks and applications in the field of psychology within the frame of your undergraduate training. These tasks include shadowing, observation, administration, designing and developing psychoeducational material and/or attending team meetings and trainings. You have to make it clear at the organization that you are not allowed to directly be involved with their service users without supervision and that you will not carry out tasks which you have not been trained during your undergraduate study in psychology. If you are not sure whether or not a given task is in the scope of your abilities and training, you must contact the course instructor for further clarifications.

Centre of Applied Psychology and Personal Development (KEPSYPA):

You will have the opportunity to participate in our University’s Counselling Centre KEPSYPA, which is established to promote prevention, assessment and therapy to the members of European University Cyprus. In order to perform your placement at KEPSYPA, a prior interview is required. You will be involved with a variety of activities such as supporting the call centre, administrating screening checks, etc. You will be supervised by a registered clinical or counselling psychologist. Your schedule will be arranged by the Center and your placement there must be regular and on a weekly basis.

3.3. Extra Activity

This activity can be combined with any of the above, from both fields.

If you choose this activity, you can only spend 35 hours that you can redeem from your field activity.

Interviews:

You will have the opportunity to interview professional psychologists from either applied or research field. Thus, you will gain experience on how to design and conduct an interview, how to observe an individual and how psychologists apply their knowledge in real life situations. This activity gives you the chance to ask questions related to field work, to points that you are interested to invest, to issues that you believe you may face once you graduate etc. You must find three (3) professional psychologists from any field of psychology or academic staff in the area of psychology and interview them in order to further explore their work duties and their career development. The duration of the interview must be of minimum 20 minutes and not exceed 40 minutes. It is your responsibility to structure and schedule the interviews. The interview should contain about six (6) questions focused on the psychologist’s work

experience. A detailed transcript must be placed in a separate document for every interviewee, along with an overview of the interview. A signed consent form is required from each psychologist and it is mandatory to audio-record the psychologists' interviews. For this activity you will be supervised by a faculty member or a scientific collaborator from the Department of Social and Behavioral Sciences who will be the course coordinator.

Virtual Laboratory Simulations:

You will have the opportunity to gain lab experience with live demos, role-plays, observations and case study discussions. With this activity, you will have the opportunity to practice lab techniques such as interacting with elements and interfaces of the applied field. Students will make an agreement with a laboratory supervisor (appointed by the Department of Social and Behavioral Sciences) and arrange a series of simulation activities. Laboratory experiences will be conducted under highly controlled conditions.



INTERNAL REGULATION:

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

89th Senate Decision: 7 April 2022

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.



INTERNAL REGULATION ON RESEARCH POLICY

54th Senate Decision: 21 December 2017

60th Senate Decision: 2 October 2018

70th Senate Decision: 13 December 2019

80th Senate Decision: 28 January 2021

86th Senate Decision: 14 October 2021

87th Senate Decision: 9 December 2021

92nd Senate Decision: 29 September 2022



Table of Contents

INTRODUCTION	5
1. EUC RESEARCH ETHICS POLICY	6
1.1 SCOPE AND PURPOSE.....	6
1.2 GENERAL PRINCIPLES.....	7
1.3 THE DEFINITION OF HUMAN-RELATED RESEARCH.....	7
1.4 VULNERABLE PARTICIPANTS.....	7
1.5 THE LEGAL FRAMEWORK, THE ROLE OF PROFESSIONAL ASSOCIATIONS AND RESEARCH COUNCILS.....	8
2. GOOD RESEARCH PRACTICES / CODE OF ETHICAL CONDUCT IN RESEARCH	8
2.1 CODE OF ETHICAL CONDUCT IN RESEARCH.....	8
2.2 OPENNESS IN RESEARCH.....	9
2.3 INTEGRITY.....	9
2.4 MISCONDUCT IN RESEARCH.....	9
2.5 WIDE DISSEMINATION OF RESEARCH RESULTS.....	10
3. INTELLECTUAL PROPERTY POLICY	10
3.1 INTRODUCTION.....	10
3.2 DEFINITIONS.....	10
3.3 INTELLECTUAL PROPERTY REGULATIONS.....	11
3.3.1 RESPONSIBILITY.....	11
3.3.2 IDENTIFICATION OF IP (INCLUDING DUTY OF CONFIDENTIALITY).....	12
3.3.3 A SUMMARY OF THE MAIN CLASSES OF IPR IS LISTED BELOW:.....	12
3.3.4 COVERAGE OF THE REGULATIONS.....	14
3.3.5 EXCEPTIONS TO THE REGULATIONS.....	15
3.3.6 DISCLOSURE OF IP.....	16
3.3.7 OWNERSHIP OF IP.....	16
3.3.8 MODUS OPERANDI FOR COMMERCIAL EXPLOITATION OF THE IPR.....	17
3.3.9 IPR PROTECTION.....	18
3.3.10 REVENUE SHARING MECHANISM.....	19
3.3.11 LEAVING THE EUC.....	19
3.3.12 APPLICATIONS TO USE THE EUC'S IP.....	19
3.3.13 BREACH OF THE REGULATIONS.....	19
3.3.14 DISCRETION TO ASSIGN/LICENSE BACK.....	20

3.3.15	AMENDMENTS TO THE REGULATIONS	20
3.3.16	DEATH	20
3.3.17	DISPUTES.....	20
4.	OFFICES, COMMITTEES AND CENTRES FOR RESEARCH.....	21
4.1	VICE RECTOR FOR RESEARCH AND EXTERNAL AFFAIRS.....	21
4.2	SENATE RESEARCH COMMITTEE	21
4.3	RESEARCH FOUNDATIONS AND CENTRES	21
4.4	RESEARCH OFFICE	22
4.5	EUC RESEARCH & INNOVATION MANAGEMENT BOARD.....	22
5.	RULES GOVERNING EXTERNAL RESEARCH PROGRAMMES.....	22
5.1	SUGGESTED PROCEDURE FOR SUBMITTING AND IMPLEMENTING A FUNDED RESEARCH PROJECT.....	22
5.1.1	SUBMISSION OF RESEARCH PROPOSALS:.....	22
5.1.2	PROJECT IMPLEMENTATION	23
5.1.3	FINANCIAL ISSUES CONCERNING EXTERNALLY FUNDED RESEARCH PROJECTS.....	23
5.1.4	UNIVERSITY RESEARCH FUND	24
6.	RULES GOVERNING INTERNAL RESEARCH AWARDS	25
6.1	PURPOSE.....	25
6.2	ELIGIBILITY FOR THE AWARDS	25
6.3	APPLICATION PROCEDURE	25
6.4	SELECTION AND EVALUATION PROCEDURE.....	26
7.	TEACHING HOURS REDUCTION FOR RESEARCH PURPOSES	26
8.	EQUIPMENT ACQUIRED THROUGH INTERNAL AND EXTERNAL FUNDING	28
8.1	EQUIPMENT ACQUIRED THROUGH UNIVERSITY FUNDS	28
8.2	EQUIPMENT PURCHASED THROUGH EXTERNAL FUNDING	29
8.3	PROVISION OF COMPUTING EQUIPMENT BY MIS	29
9.	POLICY ON RESEARCH STAFF	29
9.1	INTRODUCTION.....	29
9.2	DEFINITIONS OF ROLES.....	30
9.2.1	JOB DESCRIPTION FOR THE POSITION OF RESEARCH ASSOCIATE	30
9.2.2	JOB DESCRIPTION FOR THE POSITION OF RESEARCH FELLOW	32
9.2.3	JOB DESCRIPTION FOR THE POSITION OF SENIOR RESEARCH FELLOW.....	34
9.3	PROCEDURES FOR APPOINTMENT	35
9.3.1	SELECTION AND SEARCH PROCEDURES	35

9.3.2 CRITERIA FOR THE APPOINTMENT TO RANK OF RESEARCH ASSOCIATE	36
9.3.3 CRITERIA AND PROCEDURES FOR THE PROMOTION TO THE RANK OF RESEARCH FELLOW	36
9.4 HONORARY RESEARCH STAFF	36
9.4.1 HONORARY PRINCIPAL RESEARCH FELLOW	37
9.4.2 HONORARY SENIOR RESEARCH FELLOW	37
9.4.3 HONORARY RESEARCH FELLOW	37
9.4.4 HONORARY RESEARCH ASSOCIATE	37
9.5 INTELLECTUAL PROPERTY RIGHTS	37
9.6 INVOLVEMENT OF RESEARCH STAFF	38
APPENDIX A:	39
APPENDIX B:	40
APPENDIX C:	42
APPENDIX D	43
D1. POINTS ACCUMULATION FROM RESEARCH	43
D2. POINTS ACCUMULATION FROM RESEARCH / DEPARTMENT OF ARTS ERROR! BOOKMARK NOT DEFINED.	
APPENDIX E	47

INTRODUCTION

Within the framework of further contribution to the research community, the mission of the European University Cyprus (from now on referred to as the University or EUC) is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. The university focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

The policy is guided by the following broad objectives:

- 1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.
- 2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.
- 3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.
- 4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.
- 5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.
- 6) The transfer of research-based knowledge to EUC students

Research is conducted by faculty members, research associates/research personnel and PhD students either on their own or within the framework of external (national, European, international) and internal funding programs that are launched by the University.

The Research Policy provides a code of conduct for research and is intended for all staff, including people with honorary positions, faculty members, special teaching personnel, scientific collaborators, special scientists, research associates, and students carrying out research at or on behalf of the University.

All groups mentioned above must familiarize themselves with the Research Policy to ensure that its provisions are observed.

1. EUC Research Ethics Policy

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.
2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.
3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

It is, however, recognised that it may not always be appropriate or practicable for ethical approval to be sought from the Research Ethics Committee especially when it comes to short or undergraduate projects. Normally undergraduate or taught projects will not require clearance from the Research Ethics Committee and the matter can be dealt with at School and/or Department level. However, when active intervention is involved whether physically invasive or psychologically intrusive the Research Ethics Committee will need to be consulted. In particular, university staff has an obligation to ensure that not only their own research but any undergraduate or masters student research conducted under their supervision is ethically sound. Where research projects are subject to external approval, the School or Department responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the EUC Research Ethics Committee must be provided with proof of this.

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly

with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on <http://www.bioethics.gov.cy>.

1.2 General Principles

1. The EUC Research Ethics Policy is based on widely accepted principles and practices governing research involving human participants. The key elements are:
 - Minimal risk of harm to participants and researchers;
 - Potential for benefit to the society;
 - Maintenance of the dignity of participants;
 - Minimal risk of harm to the environment;
 - Voluntary informed consent by participants, or special safeguards where this is not possible;
 - Transparency in declaring funding sources;
 - Confidentiality of information supplied by research participants and anonymity of respondents;
 - Acknowledgement of assistance;
 - Appropriate publication and dissemination of research results;
 - Independence and impartiality of researchers.

1.3 The Definition of Human-Related Research

1. All human-related research which includes one or more of the following require ethical assessment and approval at the appropriate level:
 - Direct involvement through physically invasive procedures, such as the taking of blood samples
 - Direct involvement through non-invasive procedures, such as laboratory-based experiments, interviews, questionnaires, surveys, observation
 - Indirect involvement through access to personal information and/or tissue
 - Involvement requiring consent on behalf of others, such as by parents for a child participant

1.4 Vulnerable Participants

1. Some participants may be particularly vulnerable to harm and may require special safeguards for their welfare. In general, it may be inappropriate for undergraduates to undertake research projects involving such participants.
2. Particularly vulnerable participants might be:
 - Infants and children under the age of eighteen
 - People with physiological and/or psychological impairments and/or learning difficulties.

- People in poverty
- Relatives of sick, or recently–deceased, people

1.5 The Legal Framework, the Role of Professional Associations and Research Councils

1. All research undertaken under the auspices of EUC must meet statutory requirements. Of particular relevance is the Bioethics Law (N.150 (I)/2001 and 53 (I)/2010), the Data Protection Law (2001), the Patients Protection Law (2005), and all those laws that create the legal framework for the Cyprus National Bioethics Committee.
2. Researchers in particular disciplines should comply with any research ethics guidelines set out by their professional associations.
3. Research Councils, charitable trusts and other research funding bodies in most cases require an undertaking from grant applicants that research proposals involving human participants have been approved by the University Research Ethics Committee or another appropriate body. Some also require audited compliance with their guidelines.

2. Good Research Practices / Code of Ethical Conduct in Research

2.1 Code of ethical conduct in research

Scholarly inquiry and the dissemination of knowledge are central functions of the University. They can be carried out only if faculty and research personnel abide by certain rules of conduct and accept responsibilities stemming from their research. And they can only be carried out if faculty and research personnel are guaranteed certain freedoms. The University expects that faculty and research personnel will be bound by the following research practices:

All faculty and research personnel are free to choose any research matter, to receive support from any legitimate source, and to create, analyse and derive their own findings and conclusions.

Research methods, techniques, and practices should not violate any established professional ethics, or infringe on health, safety, privacy and other personal rights of human beings and/or animals.

The above principles define the university's role with respect to research carried out on its premises. They are set forth to reinforce, and not diminish each faculty and research personnel's personal responsibilities toward their research, and to assure that each faculty and research personnel's source of funding and research applications are consistent with moral and societal conscience.

2.2 Openness in research

The University recognizes and supports the need for faculty and research personnel to protect their own rights, be they academic or intellectual property rights. Even so, the University encourages all faculty and research personnel to be as open as possible when discussing their research with other researchers and the public. This aims at the dissemination of research performed in the University to enhance the international research community's knowledge and understanding.

2.3 Integrity

Faculty and research personnel must be honest about their research and in their review of research coming from other researchers. This applies to all types of research work, including, but not limited to, analysing data, applying for funding, and publishing findings. The contributions of all involved parties should be acknowledged in all published forms of findings.

Faculty and research personnel are liable to the society, their professions, the University, their students and any funding agency that may fund their research. For this reason, faculty and research personnel are expected to understand that any form of plagiarism, deception, fabrication or falsification of research results are regarded as grave disciplinary offences managed by procedures described in detail in Section 2.4.

Any real or potential conflict of interest should be reported by faculty and research personnel to any affected party in a timely manner in all matters concerning research and peer review. According to the United States National Institute of Health "Conflict of interest occurs when individuals involved with the conduct, reporting, oversight, or review of research also have financial or other interests, from which they can benefit, depending on the results of the research." (<http://www.nih.gov>).

2.4 Misconduct in research

Misconduct in research may involve Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results. To prove that there has been misconduct in research, the following conditions must be met: The performance of said research has significantly deviated from accepted practices used in the field that the research was performed, and there was intention in the misconduct by the researcher(s).

Any allegations about misconduct in research will be investigated by the University thoroughly, through a special committee formed as described in the University Charter, Annex 11, Article VII.

2.5 Wide dissemination of Research Results

The results of publicly-funded research must be widely disseminated. Wide dissemination can be achieved through teaching, publication, knowledge transfer, or other scientific endeavours which enable open access and ensures availability of knowledge and benefits produced in the framework of research. The dissemination of publicly-funded research is monitored by the Dean of each School and pertinent information is submitted to the Vice Rector through the School Annual Report.

3. Intellectual Property Policy

3.1 Introduction

The EUC is dedicated to teaching, research, and the extension of knowledge to the public. Faculty, research personnel, and students at the University, hereafter referred to as "University Employees," recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Because of these objectives, the need is created to encourage the production of creative and scholarly works and to develop new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization.

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organization.

The policy is based on the principles that will govern the ownership rights emanating from research of and/or materials produced by the EUC's members of staff and students, and to establish objectively fair and equitable criteria for the transfer of knowledge. The EUC thus aims to provide support services to promote the creation of Intellectual Property (IP) whilst seeking to maximize the commercial exploitation of the resulting IPR.

Intellectual Property includes, but is not limited to, patents, registered designs, registered trademarks and applications and the right to apply for any of the foregoing, copyright, design rights, topography rights, database rights, brands, trademarks, utility model rights, rights in the nature of copyright, knowhow, rights in proprietary and confidential information and any other rights in inventions.

The EUC acknowledges that registration and commercial exploitation of Intellectual Property is often a long and costly process that is justified once it is ascertained that there exists a business case for such registration and exploitation. It is known that in practice, only a small number of works can be commercially exploited in a viable manner, depending on the nature and marketability of the work in question.

3.2 Definitions

For the purposes of this Policy:

Creator - “Creator” shall mean, employees of EUC, a student, non-employees contracted to EUC for contracts and services, or a member of a Visiting Teaching Staff involved in the production of Disclosable Work.

Disclosable Work – “Disclosable Work” shall mean such work that is novel, original, and/or important and is likely to bring impact and enhance the Creator’s reputation. This work is characterized by the IP rights it generates.

Intellectual Property Policy – “IP Policy” is the name of the policy described here that outlines the regulations of the EUC in regard to disclosure and exploitation of Intellectual Property Rights (IPR).

Organization – “Organization” for the purpose of this document is the European University Cyprus (EUC).

Intellectual Property Adjudication Committee – is the name of the committee established to resolve disputes over interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy.

The Office of the Vice Rector for Research and External Affairs – is the office within the EUC responsible for the development of and enacting this IP Policy and is the interface between the EUC and the Technology Transfer Facility.

The EUC Research & Innovation Management Board (thereafter EUC – RIMB) – is the entity within EUC responsible for the management of knowledge transfer activities and the re-investment of potential revenue in non-economic research activities.

Technology Transfer Facility – “TTF” for the purpose of this policy, is the relevant body responsible for Technology Transfer support in Cyprus.

3.3 Intellectual Property Regulations

3.3.1 Responsibility

1. The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2. The IP Policy also recognises that all members of staff and students require

support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC's employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):

- Inventions (whether or not patentable);
- Methodologies;
- Software;
- Databases;
- Educational/training materials and tools;
- Modelling tools;
- Solutions to technical problems; and
- Design/artistic products.

3.3.3 A Summary of the main classes of IPR is listed below:

Patent

A registered patent provides a time-defined (up to 20 years) geographically defined monopoly right to exploit a new commercially valuable invention or process. The basis of the permission to exploit is that the invention's working is disclosed, although patenting is not possible if there has been ANY prior disclosure of the invention. Patents are governed by Cyprus Law or EU Law such as the New Patent Law of Cyprus (Law No. 16(I)/1998).

Copyright

This time-limited right (which varies between 25 and 70 years according to the material) arises automatically on the physical creation (not the idea) of software, original literary, dramatic, artistic or musical work, and in recorded (e.g. film) or published (e.g. layout) derivations. Use of the © mark and owner's name and date is the internationally recognized way of alerting the public to the copyright ownership but the protection (the right to preventing unauthorized copying) exists regardless. Copyright is governed by the Copyright Law, 59/76.

Copyright may be assigned to a third party, but until that point or until a license is agreed it remains the property of the Creator, unless s/he creates the work 'in

the course of his/her employment', in which case it is the property of the employer.

Moral rights

All European countries recognize an author's moral rights. In Cyprus, there are two moral rights: the right of paternity and the right of integrity. These rights relate to the reputation or standing of the creator in the eyes of fellow human beings. To infringe a moral right involves denigrating or harming the author's reputation. The right of integrity means the creator has the right to object to derogatory treatment of his/her work. Basically, this means changing it in a way that affects the nature of the work without permission. Moral rights can be waived (i.e. the author chooses not to exercise the rights) or they can be bequeathed. They cannot be assigned.

Performing rights

Creators of copyright works have the right to protect the physical form in which those works are created – words on the page, pigment on a canvas, or the clay or metal of a sculpture. Performers such as teachers, actors, musicians and dancers also enjoy protection of their performance, especially when recorded on film, video, tape, CD, or in other form.

Performing rights may affect the multimedia elements of online courseware, as well as the Creator's copyright in the material itself.

Database Right

This time-limited (15 years) right arises without registration to protect the compilers of non-original information from losing the benefit of their work through unauthorized copying or re-use.

Industrial Designs

There is automatic time-limited (15 years) protection (the right to prevent unauthorized copying) for unregistered designs, provided authorship can be proved, under the Legal Protection of Industrial Designs and Models Law 4(I)/2002 This design right covers "the appearance of the whole or a part of a product resulting from the features of, in particular, the lines, contours, colors, shape, texture and/or materials of the product itself and/or its ornamentation" on condition of novelty of the design.

On registration under Legal Protection of Industrial Designs and Models Law, the designer of the new pattern or shape which has aesthetic appeal (can be 2 or 3 dimensional) acquires a monopoly right of commercialization for a maximum of 25 years from the filing of the application, divided into 5 periods of 5 years.

An unregistered community design (UCD) gives its owner the right to prevent unauthorized copying of their design throughout the European Union. It is not a monopoly right and lasts for 3 years from the date on which the design was first made available to the public within the Community.

Domain Names

Registering a domain name for Internet use gives a right to use the domain name typically for a period of two years, registered with bodies like ICANN internationally and the University of Cyprus in Cyprus. Owners of trademarks can have established rights to domain names.

Trade Marks

Registering a trade mark under the Cyprus Trade Marks Law, Chapter 268, gives a monopoly right for the use of graphically distinct trading identification signs. Unregistered trade marks have some protection through court actions against "passing off" (piracy), provided that their use has not lapsed for a period of 5 years. Cyprus legislation is fully harmonized with EU Standards applicable in trade mark protection.

EUC's members of staff and students undertake to keep confidential and not disclose any confidential information, data, materials, knowhow, trade secrets or any other IP, to any unauthorised third party and shall also undertake to keep such information secure and strictly confidential both during the course of research activity, be it of an Academic or Collaborative/Contract nature, and also on and following completion thereof.

Any breach of this confidentiality and non-disclosure obligation constitutes a serious breach and may lead to disciplinary action and does not prejudice the rights of the EUC to file any action for damages or any other rights available at law.

3.3.4 Coverage of the Regulations

1. Whom does this IP Policy apply to?

- **Employees:**

By persons employed by the EUC in the course of their employment.

- **Students:**
By student members in the course of or incidentally to their studies at EUC.
- **Non-employees contracted to the EUC:**
By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

2. **Sabbatical, Seconded, Visiting Academics and others:**

By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.

3. **Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.**

The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorized for this purpose by the EUC-RIMB.

Issues that will be addressed in such agreements include, but will not always be limited to:

- ownership of Foreground IP;
- licences to Foreground IP for uses outside the project;
- ownership of Background IP;
- licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
- allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
- publications arising from the relevant project or activity and the rights arising from such projects or activities.

The terms of such agreements may be subject to negotiation.

3.3.5 Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as “Creator Copyright Works”:
 - artistic works;
 - text and artwork for publication in books;
 - articles written for publication in journals;
 - papers to be presented at conferences;
 - theses and dissertations;

- oral presentations at conferences;
 - posters for presentation at conferences; and
 - musical scores.
2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.
 3. Students – undergraduate and/or postgraduate.

3.3.6 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
 - any IP of potential commercial value arising from their work;
 - the ownership by a third party of any IP referred to or used for their work;
 - any use to be made of existing EUC IP during their work;
 - any IP which they themselves own which is proposed to be used by the EUC.
2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;
4. Seek EUC's consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
 - i. apply for patents or other protection in relation to the Disclosable Work; and
 - ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.7 Ownership of IP

1. Ownership of IP created by an individual who is an employee is generally determined by considering:
 - Who created the IP?
 - Was the IP created in the course of the Creator's employment?
 - Are there any contractual conditions that affect ownership?
2. Assignment of ownership rights

Generally, the Creator of IP is its legal owner. From the EUC's point of view, the most important exception to this is the general rule that IP is owned by a person's employer where the IP is created as part of, or through the auspices of, the person's employment.

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:
 - i. Any work generated by computer hardware/software owned/operated by the EUC.
 - ii. Any work generated that is patentable or non-patentable.
 - iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
 - iv. Any work that is registered and any unregistered designs, plant varieties and topographies.
 - v. Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
 - vi. Know-how and information related to the above
 - vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
 - viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
 - ix. Material for projects specifically commissioned by the EUC
 - x. All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.
 - xi. Study guides created by an Instructor for the University

3.3.8 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC-RIMB handles the commercial exploitation of any results obtained under research conducted at EUC (unless this entitlement is relinquished). The Office of the Vice Rector of Research and External Affairs has the responsibility for the administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.
2. The Creator/s shall notify the Office of the Vice Rector for Research and External

Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.

3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.
4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
 - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
 - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
 - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.
5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.
6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.9 IPR protection

1. Some forms of IP require active steps to be taken to obtain protection (e.g.: patents, registered trademarks and registered designs). Other forms of IP rights are protected on creation (e.g. Copyright, EU Database Rights) but still require appropriate management in order to maximise the protection available. Best practices in patent protection require that all materials made publicly available by

any employees, members of staff and/or students should include a copyright notice.

2. Any decisions relating to the registration of any IP rights such as making an application for a patent or a registered trade mark or a registered design (including any decisions to continue or discontinue any such application) should be made in consultation with the Office of the Vice Rector for Research and External Affairs and the TTF. The IP registration process can be very expensive and IP protection costs should not be incurred without appropriate consideration of how such costs will be recovered.

3.3.10 Revenue Sharing Mechanism

The EUC's employees and students can benefit from the Revenue Sharing Scheme if their work generates income. The scheme is presented in Appendix C. Note that such revenue to be shared is typically calculated after deduction of all costs incurred by the EUC and TTF in developing, protecting, exploiting, and marketing the Disclosable Work and the Intellectual Property it contains.

3.3.11 Leaving the EUC

Cessation of employment, under normal circumstances, will not affect an individual's right to receive a share of revenue. Exceptions to this rule include: cessation of employment due to disciplinary actions.

3.3.12 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.
2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.13 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.
2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.14 Discretion to assign/license back

1. If the EUC-RIMB does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in.

However, the EUC-RIMB shall not assign its IP if it considers that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

2. Requests for any transfer of rights from the EUC to another party with rights should be made in the first instance to the Vice Rector for Research and External Affairs.

3.3.15 Amendments to the Regulations

These Regulations may be amended by the Senate of the EUC on the recommendation of the Vice Rector for Research and External Affairs.

3.3.16 Death

In the event of a researcher's death, the entitlement shall continue for the benefit of his or her estate.

3.3.17 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.

The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.
5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

The Vice Rector for Research and External Affairs (from now on referred to as the Vice Rector) is the person responsible for representing the University on research matters and enhancing activities related to research within the University. Moreover the Vice Rector facilitates and supports, when asked by faculty or research members, all research activities, including the implementation of research projects, the organization of scientific conferences and the establishment of research units/labs. In addition, the Vice Rector is responsible for the smooth implementation of the University's Research Policy.

4.2 Senate Research Committee

The administration of the research activity is facilitated by the Senate Research Committee of the University. The Committee composition is prescribed in the University Charter and the Committee is accountable to the Senate of the University.

4.3 Research Foundations and Centres

Research is carried out in university departments, research foundations, and centers. The Senate suggests to the University Council the formation of new foundations and research centers or the discontinuation of existing ones, if necessary.

The University Council approves the establishment of these foundations and research centres. Separate regulations are issued for the establishment of University research centres. Detailed description of the mission, area of specialization, and operation of each foundation or research centre is given in a separate document.

4.4 Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document. The job description for the Head of Research Office is presented in Appendix E.

4.5 EUC Research & Innovation Management Board

The Board is appointed by the EUC Senate and is composed by the Vice Rector of Research and External Affairs, the Head of the EUC Research Office, and a senior member of the faculty with an established research and funding securing record. The Board decides independently on research activities and research projects and reports to the Senate.

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project (commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case.

This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of EUC.

5.1.2 Project implementation

The formal procedures developed by the Research Office pertaining to the administration of a research project should be followed in all cases.

In the case where a project is awarded, a copy of the contract and all the original receipts, invoices, contracts and other accounting documents regarding expenses of the project will be maintained by the EUC Research Office without any additional remuneration or personnel costs added to the budget of a project. The researcher/s involved in an externally funded project are responsible for submitting all receipts, invoices, contracts and other accounting documents relevant to their project to this department. No payment will be processed before the submission of the aforementioned documents to the Research Office.

Timesheets should be kept for all projects. These will be used as the basis for calculating the money to be paid to researchers for all types of projects. The EUC Research Office will assist researchers to calculate the hourly and daily rate for each staff member.

The researcher must also inform the Chief Financial Officer of the University, through the EUC Research Office, in order to create a separate ledger (account) in the University's Accounts Department. After completion of the project, the Accounts Department will keep the file on record for 5 years or more if needed by the contractual agreement.

The EUC Research Office should keep a file with all the details concerning the project. The file must be made available to the Senate Research Committee upon request.

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the project are signed by the Vice Rector for Research and External Affairs,.

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for

inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

Salary payments to faculty and research personnel will be paid out regularly by the Accounts department upon the project coordinator's request to the Research Office and provided that the allocated amount for the previous period has been received from the funding agency and all reporting requirements for the previous period to the funding agency have been met.

In cases of delay in receiving the predetermined instalment, the University will grant to the researcher the required funds (not his/her compensation/remuneration but costs such as equipment, consumables, traveling) to initiate the research, provided that a copy of the contract and all necessary documentation had been submitted to the Research Office.

Employment of additional temporary staff, budgeted for completion of the research project, will be the responsibility of the project coordinator. The remuneration for temporary staff will depend on the corresponding budget of the project and the possible allocation of funds for this purpose.

Subcontracting activities within the framework of a research project will be the responsibility of the project coordinator. These activities should be in alignment with the corresponding budget of the project, the grant rules, and the EUC subcontracting policy.

In the case where a faculty or research personnel fails to complete a research project due to failure to meet his/her contractual obligations, or if it is clear that there was an intention of misconduct and there are financial damages laid upon the University relating to this event, the faculty or research personnel is liable to pay these damages. This will not be applied in cases such as health problem, etc, where there is clearly not an intention of misconduct.

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the EUC Research & Innovation Management Board and are subject to the final approval of the Senate. These funds can be used to finance solely non-economic research activities such as:

- (a) Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.

- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards
- (f) The funding of PhD scholarships
- (g) Development of Infrastructure related to the research activity of the University.
- (h) Funding of the activities of the Research Office of the University
- (i) Open Access Publication Fees
- (j) Any other activities pertaining to the wide dissemination of research-generated outputs

6. Rules Governing Internal Research Awards

The University's "Internal Research Awards" (IRA) are launched on an annual basis by the Senate Research Committee, are announced by the Vice Rector for Research & External Affairs and financed by the University Research Fund and external sponsors as described in Section 5.1.4 above.

6.1 Purpose

IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, PhD student assistants' scholarships, student assistants, research assistants and other expenses. Funding for this programme comes from the University Research Fund.

6.2 Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the awards. Specific eligibility criteria may apply for each type of award.

6.3 Application Procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals will be submitted electronically to the office of the Vice Rector.

6.4 Selection and Evaluation Procedure

The selection is made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

Research Activity 40%

- Quality of the results of the Applicant's research activity and their importance at an international level.
- Publications of the Applicant's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

Curriculum Vitae 40%

- Qualifications and achievements of the Applicant.

Future Research 20%

- Suggested framework of activity for the continuation of the applicants' work in the next 2-3 years.

The selection committee may request an external review of each nomination if it is deemed necessary.

7. Teaching Hours Reduction for Research Purposes

Introduction

The University rewards full time faculty members who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded based on a point scheme as described below.

A THR of three (3) hours per week is awarded on a semester basis to full time faculty once they accumulate 100 (one hundred) points. For every 3 hours THR awarded, 100

points will be automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a faculty member will simply remain at his/her disposal for a period up to 5 years. After this period the ad-hoc committee (see below) will review the unused balance and adjustments will be made according to the faculty member's level of research activity, teaching and other duties at EUC.

A faculty member may be awarded points for THR under more than one of the categories described below if he/she is eligible. The minimum teaching per semester can be reduced down to six (6) hours per week based on the accumulated points. Deans and Chairs may reduce their teaching load by maximum three (3) hours per week.

All allocations of THR points under the categories outlined below will be made after a review of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs¹. The Committee will meet at an appropriate time in each semester in order to review the THR point allocation in time for the preparation of the schedule of classes for the next semester. The Committee reserves the right to restrict the number of THR's granted in a semester if there are budgetary constraints.

Based on the policy of the University with regard to THR, faculty members are expected to submit the relevant information in a designated platform prior to the following dates:

For the Fall Semester: 1st of May
For the Spring Semester: 31st of October

After the dates above, each staff's record of points will be updated in the designated platform.

Dates for informing the Office of the Vice Rector of Research and External Affairs by the Deans of the Schools about the points used for the subsequent semester:

For the Fall Semester: 15th of June
For the Spring Semester: 15th of December

Any remaining points from the old THR system will be transferred to the new one when the new system is launched.

Newly hired full-time faculty members can get THR points accumulated from their publications in the five (5) years prior to their appointment and may be eligible for THR's from the first semester of their employment at EUC upon relevant approval by the ad-hoc committee.

¹ The ad-hoc committee is chaired by the Vice Rector for Research and External Affairs and members are the HR Director and a senior faculty appointed by the Senate following recommendation by the Vice Rector for Research and External Affairs.

Categories of Academic/Research Activities:

A. THR for Participation in Funded Research Projects

Faculty members are eligible to apply for points for THR when participating in funded research projects. According to the level of involvement in a research project relevant points will be awarded (see Appendix D).

If a research grant is awarded while an academic semester is in progress, points will become effective prior to the beginning of the next semester.

B. THR for Writing a Book

Points for writing a book (monograph) will be awarded upon submission of a publishing contract by a reputable academic publisher after going through a blind peer-review process. The points received may be seen in Appendix D. If a book contract is awarded while an academic semester is in progress, the relevant points will become effective prior to the beginning of the next semester, during which the teaching load reduction will be applied.

C. THR for other academic/research activities, conferences, publications and citations

THR points are awarded for other academic activities, including conferences, publications and citations. The points received may be seen in Appendix D.

D. THR from Patents

THR points are awarded for patents and the points received may be seen in Appendix D.

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

Equipment (software and hardware) is often provided in full or partly in the budget of externally funded projects to enable the faculty and research member to carry out research effectively. This kind of equipment (computers, projectors, software programmes, fax and printing machines, etc.) remains property of the University for the exclusive use for research related activities and remains in the faculty or research personnel's research unit/laboratory or when this is not applicable in his/her department, under his/her supervision. The faculty member is entitled to use the equipment throughout the duration of the externally funded project. When faculty or research personnel who have had externally funded research projects leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

Any required maintenance of the equipment should again be undertaken by the University.

The EUC Research Office is committed to working with faculty or research personnel to develop proposals for research and teaching equipment. Equipment grants usually require an institutional match, and faculty or research members are advised to consult with the EUC Research Office and the Director of MIS early in the process about this matter. The MIS should be able to help faculty or research personnel to identify the best hardware and software products and estimate costs for proposal budgets.

8.3 Provision of computing equipment by MIS

The MIS department supplies desktop office computers, computer teaching labs, copy and printing machines and other types of equipment needed for research (software and hardware). The Director of the MIS department is responsible for keeping the University's inventory records and adjust these in the case of equipment purchases or wearing out of equipment (being fully depreciated).

9. Policy on Research Staff

9.1 Introduction

Academic Research Staff are EUC contract employees hired to work on EUC research activities as defined below. As EUC employees, Academic Research Staff are subject to all policies and procedures related to EUC employment, and receive all benefits implied by the employment law.

9.2 Definitions of Roles

The following positions for research staff are being described in the following sections:

- Research Associate
- Research Fellow
- Senior Research Fellow
- Honorary Research Staff

9.2.1 Job Description for the Position of Research Associate

9.2.1.1 Overall Role

For researchers who are educated to first degree level (and Master's degree) and who possess sufficient breadth or depth of knowledge in the discipline of research methods and techniques to work within their own area. Role holders who gain their doctorate during the course of employment will normally be recommended for promotion to Research Fellow, if this is appropriate for the duties and responsibilities of the post.

As a team member of the Research Laboratory/Programme the Research Associate will contribute quality research outputs and conceptual support to projects. With the guidance of the supervisor/programme leader, and within the bounds of the Research Laboratory/Programme mandate, the Research Associate will:

9.2.1.2 Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research

activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;

- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on
- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyze and interpret the results of their own research

9.2.1.3 Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area

Experience and Skills:

Basic research skills and knowledge of research techniques

Ability to analyse and write up data

Ability to present and communicate research results effectively to a range of audiences

9.2.1.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;

- written confirmation of any changes in the terms of employment;

- job description or the generic description of the role and, where appropriate, a list of expected research goals;

- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2 Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

A Research Fellow is a researcher with some research experience and who has typically been awarded a doctoral degree. A Research Fellow will often have supervisory responsibilities for more junior researchers and will often lead a team of researchers to achieve a research project's aims. They will initiate, develop, design and be responsible for the delivery of a programme of high quality research and may have full authority over several phases of project work.

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and

approaches, in order to subsequently improve conceptual development and implementation of existing programmes;

- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.
- Act as principal investigator on research projects.
- Manage and lead a team of researchers to achieve the aims of a research project.
- Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
- Ensure that research results are recorded, analysed and written up in a timely fashion.
- Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
- Prepare and present findings of research activity to colleagues for review purposes.
- Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
- Prepare progress reports on research for funding bodies when required
- Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 1-3 years relevant experience.

The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies.

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3. Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

A Senior Research Fellow is an experienced researcher holding a leadership role in a research group/centre/institute. Post-holders are expected to undertake the role of Principal Investigator on major research projects, exhibit a strong reputation for independent research, and provide academic leadership. They are also expected to support the management activity of the relevant School/Research Centre, and contribute to the delivery of the School's/ Centre's/Laboratory's research strategy.

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development

- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.

Experience of successful supervision of students

Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.3 Procedures for Appointment

9.3.1 Selection and Search Procedures

As a general rule, an appointment to the Academic Research Staff requires a search for a suitable candidate. Searches are initiated with a written vacancy announcement, such as in relevant professional journals or other publications.

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2 Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow

A Research Associate may, during the course of his/her appointment obtain, his/her PhD. In such cases, the employee (provided that he/she fulfils the work experience as described in Section 9.2.2) is promoted to the rank of Research Fellow. If the funding source that sponsors the program the researcher is assigned to accounts for a pay rise this is immediately applied.

9.4 Honorary Research Staff

The work of Research Centres is enhanced by the involvement and collaboration in the Research Centres' activities of personnel who are not employees of the University. To recognise the association, EUC may confer an honorary title to such individuals during the period of their association. An honorary title may not be conferred on an employee of EUC.

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:

- a copy of the person's CV
- a citation that should include:
 - a description of contributions to teaching
 - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
 - rationale for offering the association
 - the start date and end date of the association

Honorary titles are intended to recognise ongoing attachments and are awarded for a fixed term, normally up to three years in the first instance. No monetary honorarium is associated with the offer.

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

Extensive research experience required, the quality of which is determined by refereed publications, invitations to speak at conferences, hold an established national reputation and a known or developing international reputation. Have the ability to attract significant external research funding. Will usually lead a team of other research staff, possibly drawn from several disciplines

9.4.3 Honorary Research Fellow

Proven ability of high quality research, evidenced by authorship of a range of publications. Capable of attracting external research funding. May be required to undertake project management and/or supervise teams and other research staff; expected to provide expert advice and guidance to others

9.4.4 Honorary Research Associate

Required to produce independent original research and to take initiatives in planning of research.

9.5 Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

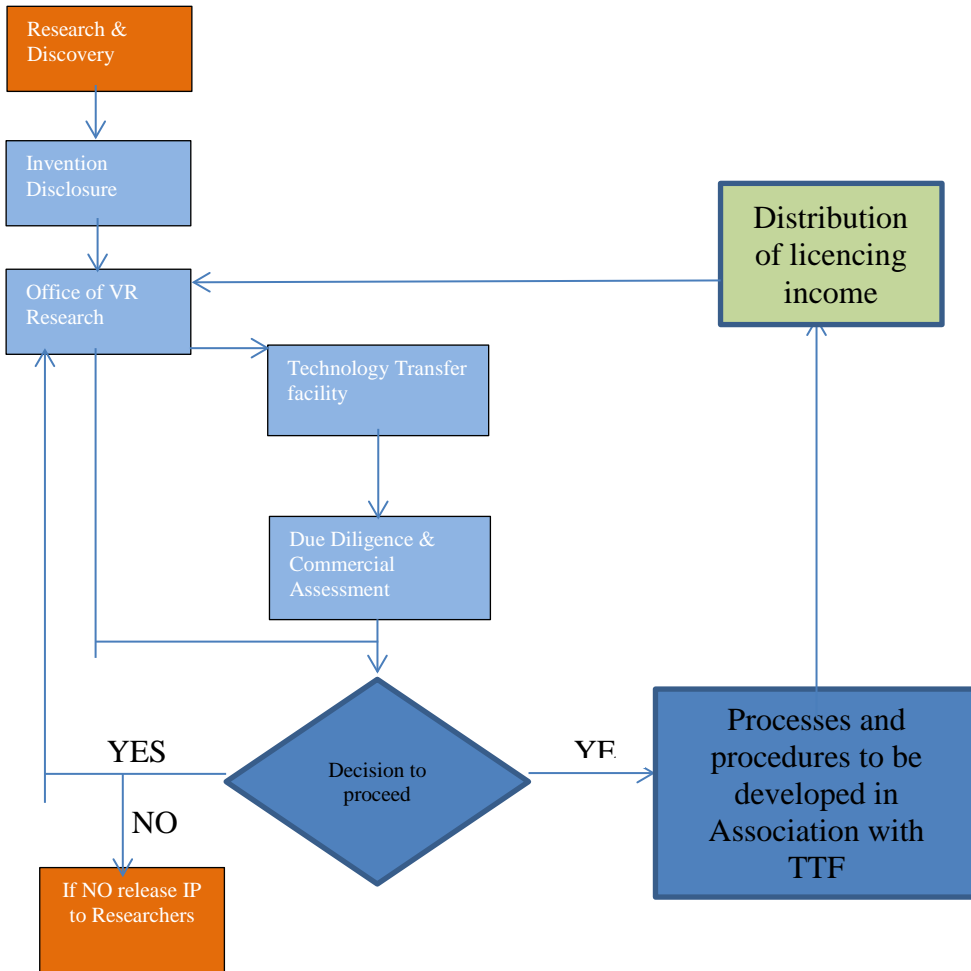
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. For the purposes of IP rights associates are treated as if they were EUC Employees.

9.6 Involvement of Research Staff

Wherever possible, Academic Research staff should be encouraged to take part in university decision making processes, for example by inclusion in relevant departmental committees. Where appropriate, researchers should be included at University level, for example as representatives in working groups and staff consultation exercises.

Appendix A:

A Technology Transfer Process Map – to be completed when the TTF has been established.



Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example

An Invention Disclosure Form (IDF) is designed to determine the basic facts relating to an invention, design, or copyright material. It is a way of capturing an invention and establishing who the inventors are, what the invention is, who is funding it, what the anticipated product/ market is and initiate Intellectual Property (IP) due diligence. Information on the following aspects of an invention should be included in an Invention Disclosure Form.

1. Descriptive Title of the Invention.
2. Who was involved? Please specify for each individual who contributed, invented or authored (if software):
 - a. Their names and if any are foreign nationals;
 - b. Who their employer is; are any contracts or arrangements in place?
 - c. What they contributed to the development of the technology (e.g. came up with the original idea; designed experiments; carried out experimental work; wrote code)
3. Detail of your invention:
 - a. What do you think your invention is?
 - b. What will your invention be used for?
 - c. What are the advantages of your invention and how does it improve on the present situation?
 - d. What is new about your invention?
 - e. How and why does it work? What is the science behind the invention
 - f. Are there any other uses of the invention?
4. Interest from external organisations and their details.
5. Information on published literature (including patents) relevant to your invention?
6. When and where the invention was first conceived?
7. What are your future plans for developing the technology?
8. Who have you told about the invention, when and where?
9. When did you first describe the invention in writing or electronically?
10. Publications, abstracts, conferences to date.
11. Publication and conference plans.
12. Funding information (comprehensive), e.g. including third party support, Material Sales or Transfers, patient consents.

For inventions that include software, please provide the following additional information.
13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.
15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.
16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

Appendix C:

Suggested Revenue Sharing Scheme

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue. Payments are overseen by the EUC-RIMB, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Research Fund	Allocated to the Creator'/s School Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

Points Accumulation

The table below detail the evaluation categories which will be used for the calculation of THR points allocated to EUC academic staff members. The tables have been constructed taking into account the following:

1. The points awarded are based on the evaluation of research accomplishments and on the estimation/calculation of hours spent during the implementation of a research activity.
2. A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general.
3. Specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly “averaging” the weight of these accomplishments, so that the policy can be operational and fair.

Tables

A. Participation in Funded Research Projects

<p>Consortium Coordinator. According to the duration of a running project as indicated in the initial grant agreement.</p>	<p>100 points/ per six months</p>
<p>EUC Local Coordinator. According to the duration of a running project as indicated in the initial grant agreement.</p>	<p>50 points/ per six months</p>
<p><i>For the first two categories there is a cap of 200 points per request.</i></p>	
<p>Researcher in a funded project. According to the duration of a running project as indicated in the initial grant agreement. Formula [% of total EUC person months in the project allocated to the researcher] x 100 Cap of 100 points per request <i>Example 1</i> X faculty is allocated 25% of the total EUC person months in a 24-month project Calculation: 25% x 100 = 25 points (Four requests may be made for this project for a total of 100 points in two years) <i>Example 2</i> X faculty is allocated 17% of the total EUC person months in an 18-month project Calculation: 17% x 100 = 17 points (Three requests may be made for this project for a total of 51 points in one and a half years)</p>	<p>Points allocated according to the level of involvement</p>

B. Writing a Book (monograph)

<p>200 points</p>	<p>For the duration of the contract as specified in the initial agreement with the publisher</p>
-------------------	--

C. Participation in other academic/research activities, conferences, publications and citations

	Type of academic/ research activity
5	Presentation of a refereed poster/article in a peer-reviewed conference
5	Book chapter (part of a team of authors) (not indexed in ISI, Scopus, ACM, IEEE, etc.)
5	Publication of refereed journal article (journal not indexed in ISI, Scopus, ACM, IEEE, etc.)
5	Editor of refereed journal special issue (journal not indexed in ISI, Scopus, ACM, IEEE, etc.). (once a year award)
10	Editor of refereed journal special issue (journal indexed in ISI, Scopus, ACM, IEEE, etc.). (once a year award)
10	Book chapter (lead author) (not indexed in ISI, Scopus, ACM, IEEE, etc.)
10	Part of the Editorial team of a refereed book in a reputable publisher
25	Lead editor of refereed book in a reputable publisher
	Publications
25	Publication of refereed journal document ² (journal in ISI, Scopus, ACM, IEEE, etc.)
	Unsuccessful submissions for funded projects
5	Unsuccessful submission of funded research proposal (Local EUC partner coordinator) (Lead EUC faculty only).
10	Unsuccessful submission of funded research proposal (Consortium/project coordinator) (Lead EUC faculty only).
	Citations to Scopus-indexed publications with EUC affiliation (from 1.1.2016)
1.00 per citation	Social Sciences and Humanities
0.50 per citation	All other Sciences

² Journal articles, article reviews, conference proceedings and book chapters

D. Patent

200 points	Per approved patent
------------	---------------------

Note for Scopus publications

Where a Scopus publication concerns two or more authors, the following points' calculation rules will apply:

- For cases up to (and including) two (2) authors, full points are awarded to the author(s) in consideration.
- For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points' allocation for the category considered.
- The minimum points that an author will be awarded cannot be smaller than **75%** of the full points' allocation for the category considered.

Appendix E

JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE

Head of EUC Research Office

The Head of EUC Research Office is the chief administrative officer of the Office and is accountable/ reports to the Vice Rector of Research and External Affairs. He/she is ex officio member of the Senate Research Committee and a member of the EUC – Research & Innovation Management Board. He/she provides leadership in the services provided by the Office to the research community of the University and is responsible for the overall management of the Office's resources and staff. He/she acts as agent of the Office in executing the EUC Research Administration procedures, and serves as the medium of communication for all official business of the Research Office with other University authorities and bodies and the public. The Head of Research Office has ultimate responsibility for the general operation and development of the Office.

Duties and Responsibilities of the Head of Research Office

1. JOB SUMMARY

The Head of Research Office reports to the Vice Rector of Research and External Affairs. He/she has the overall responsibility for the smooth and effective functioning of the Research Office, and is responsible for the coordination and the development of the Office's operations.

2. DUTIES AND RESPONSIBILITIES

The key areas of duties and responsibilities of the Head of Research Office are as follows:

a. **Contribution to Academic Excellence**

- Promotes, encourages and supports academic excellence through the University's participation in funded research projects and other research activities.
- Contributes to the achievement of goals pertaining to research within the university as set by the Vice Rector of Research and External Affairs
- Provides ongoing support to the Vice Rector of Research and External Affairs for the implementation of the University's Research Policy and improvement of research outputs and performance.
- Implements, in cooperation with the Vice Rector of Research and External Affairs, the procedures of the University (Research Administration Procedures) concerning the submission of proposals and the administration of projects funded by national, European and international funding agencies and other bodies. Ensures that new academic staff are made aware of these procedures and facilitates for their smooth adaptation to the environment.

- Overviews the operations of the Research Office as follows:
 - I. Monitoring of national, European, and international funding opportunities and dissemination to faculty and researchers
 - II. Administrative support provided during the submission of research proposals and during the management of a wide range of research projects
 - III. Organization of presentations and training sessions for the EUC faculty, other teaching personnel, and researchers affiliated with the University
 - IV. Organization of outreach events aiming at the wide dissemination of research outputs produced by the University (e.g. Research Days)
 - V. Contribution to University Quality Assurance processes
- Accepts/undertakes additional responsibilities/functions/duties as may be assigned by the Vice Rector of Research and External Affairs and the University in general.

b. Internal processes, procedures and controls

- Assumes responsibility for the department's overall performance and ensures that tasks are executed effectively and on time according to the relevant policies
- Reviews and recommends changes for the adaptation or improvement of existing institutional policies and procedures related to research.
- Prepares relevant reports and/or documents for quality control purposes and alignment with the directives of funding organizations
- Safeguards personal and other confidential information and acts as the GDPR Data Protection Officer of the Research Office

c. Relations with other Academic Entities

- Serves as an ex officio member of the Senate Research Committee and the EUC – Research & Innovation Management Board.
- Represents the Office in its working relationship with other Schools, departments, academic units within the University.
- Participates in all decisions about the operation of the Research Office
- Serves on various committees as set forth in Internal Regulations
- Encourages inter-disciplinary links within the University, as well as collaborative links in research activities with other Universities and research organizations
- Represents the University in professional matters external to the University setting, i.e. relevant to the University's relations with research stakeholders, funding agencies, and partner institutions.

d. Staff Governance

- Oversees and makes decisions on the allocation of the Research Office's personnel's tasks

- Assesses and ensures the effectiveness of all personnel in a continuous quality improvement
- Serves as liaison with the Director of Human Resources and oversees the development of staff in the Research Office
- Articulates the University policies and procedures to the Office's personnel and ensures that all involved parties have the same level of understanding of the Office's policies and procedures, and offers relevant support as needed
- Maintains good working relationships with the Office's personnel
- Holds regular meetings with the Office's personnel to review, inform and consult on administrative and strategic development issues pertinent to the Office
- Identifies resource needs (staff, infrastructure, other) for the Research Office in cooperation with the Vice Rector of Research and External Affairs.

Annex V

Generative Artificial Intelligence (GenAI) Guidelines – DoSBS

For instructors

(this information is for you and not to be shared with students on the platforms)

As you are surely aware, generative artificial intelligence (GenAI) presents a profound challenge to traditional university assignments such as essays. Tools like ChatGPT, Grok, Claude, and Gemini can generate convincingly human-sounding text, and additional platforms exist specifically to "humanize" AI-generated writing. This reality poses serious educational concerns: if students rely on AI to generate responses, they are not actively engaging in learning and critical thinking is in jeopardy.

However, GenAI can be genuinely helpful when used appropriately. Students can use it for brainstorming, researching, structuring their thoughts, engaging in virtual peer review, and more. Thus, careful guidance and boundaries must be established.

Recommendations for instructors in Addressing Misuse of GenAI:

1. **Statement of Policy:** At the beginning of the semester, provide all students with a clear statement on the acceptable use of GenAI. (Refer to Appendix I)
2. **Provide Clear Assignment Guidelines:** Specify what constitutes unacceptable use of GenAI in all term paper instructions to avoid misunderstandings. (Refer to Appendix I)
3. **Instructor Familiarization:** Test mock assignments through tools like ChatGPT to understand what an AI-generated response looks like for your essay question. This helps instructors develop intuition about typical GenAI-generated writing—often overly smooth, impersonal, or superficial with no critical thinking. **Use your judgment, and if needed, arrange private oral**

- assessments with students to verify understanding before submitting their assignment.**
4. **Use of detection engines:** AI detection engines are not perfect. However, in most cases they provide a strong indication, especially to be used where the instructor detects or feels that the answer comes from an AI program. Such detection engines, in addition to the well-known GPTzero, zeroGPT etc., especially for Greek are the AI detectors: <https://smodin.io/el> and <https://isgen.ai/el>.
 5. **Suggestions for Assignments:**
 - a. The wording of the questions should be as “AI proof” as possible. For example, “according to the theory you are taught this week, what do you think Peter should do...” Do not mention which theory(s). Make the topic of your essay more relevant to the material discussed in the course or in a specific week.
 - b. Emphasize questions that require personal judgment. Machines give generic and easily visible answers to personal judgment issues.
 - c. Prefer quizzes with closed questions and time pressure so that they do not have time to ask AI for assistance.
 - d. Implement assignments with AI and non-AI use. E.g. ask students to search a theory, its’ importance etc. using AI and then apply this theory in their daily life. Something they did recently that reflects this theory.
 - e. **For conventional courses:** have more in-class activities which are marked rather than assignments.
 6. **Student Declarations:** Require students to sign a declaration regarding GenAI usage before submitting their assignments. Make it clear that failure to turn in the disclosure form with the assignment will result in an automatic zero on the assignment. (See Appendix II.)
 7. **Use of Turnitin AI Detector (in our case this will be applied for the English program and for Erasmus courses):** Employ Turnitin’s AI detection feature thoughtfully. The AI indicator at the bottom of the Turnitin report estimates how much text is AI-generated. By clicking the “AI” box, you can view the highlighted AI-detected segments. Note that false positives are rare but possible—**your academic judgment remains crucial**. The department supports instructors in making informed decisions.
 8. **Run the same prompt or topic through any GenAI tool:** compare responses. If there's a strong match in structure, tone, or content, that can support your suspicion. Then move with an oral verification.

9. **Oral Verification for Suspicious Cases:** For cases where there is reasonable doubt, require an oral presentation of the student's work. Have students explain their arguments, research process, key words they used or what they meant by X. If a student struggles to explain their own arguments presented in the assignment it may indicate AI usage.
- **If the student refuses the oral exam: assign a grade of zero.**
 - **If the oral exam confirms GenAI misuse: assign a grade of zero.**
10. Based on the **Charter** the Penalties and Procedures for Academic Dishonesty, Plagiarism or Cheating include:

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving **academic dishonesty**, may use **one or a combination of the following penalties** and procedures:

- Requiring rewriting of a paper containing some plagiarized material;
- Lowering of a paper or project grade;
- Giving a failing grade on a paper;
- Lowering a course grade;
- Giving a failing grade in a course; (This applies in final exams mainly)
- Referring the case to the Senate for further action that may include academic suspension or expulsion.

Red flags and patterns that may suggest generative AI involvement:

- The writing could be overly fluent, lacking natural variation or minor flaws typically found in student writing.
- Repetitive phrasing or sentence structures. AI will recycle the same sentence structures or word choices.
- Too frequent repetition of conjunctions such as "Moreover," "Therefore," "In conclusion," etc., especially when they are used mechanically.
- Lack of personal voice: The writing can feel impersonal, emotionless, or oddly detached, missing the human touch.
- Superficial analysis: content lacks critical thinking, complexity and contradiction.
- Incorrect or fabricated citations: Some AI tools produce fictional references or mix up title, author, and year. Always verify citations!
- Vague references: You might come across sentences such as "research indicates" or "most scholars agree" without specific references.

- Responses may not align with course-related discussions, readings, or assignments.
- Perfectly structured essays: AI-generated work often follows a rigid intro-body-conclusion structure without the natural variation you'd expect from a developing writer.

Introduction,

Dear Students:

Generative Artificial Intelligence (AI) can be a helpful tool but also raises concerns about academic honesty. To ensure appropriate usage of such tools by students, this course follows the following rules which apply for all graded assignments:

1. Unacceptable Uses:

- Do not use AI to write any part of your graded assignments (e.g., entire essays, paragraphs, thesis statements, or key arguments).
- This rule applies unless explicitly stated otherwise.
- AI-generated text may only be used if it is clearly marked with quotation marks, cited properly, and used to make a point about AI itself.

2. Acceptable Uses:

You may use GenAI tools for:

- **Brainstorming ideas:** AI can help you explore different angles on a topic and suggest questions for further research. However, you must decide which ideas to use and write the final essay yourself.
- **Organizing material:** AI can suggest essay outlines or help structure research notes. However, you must adjust and refine the structure based on your own argument and sources.
- **Finding additional reading:** AI can suggest books, articles, or essays. But AI is not always reliable, so you still need to check sources carefully and do your own research.
- **Refine your writing:** Be very careful with AI tools that help refine your writing. AI suggestions can easily cross the line into unacceptable use.
- **Formatting references:** following APA.

If you want help on grammar or citations without violating the guidelines, try this [request](#):

"I have written an essay and want to improve it before submission. Could you check for grammar mistakes and confirm if my citations follow APA rules? I do not want direct corrections or rewording—just feedback on specific areas that need improvement so I can fix them myself."

3. Questions or Concerns:

If in doubt, ask your instructor. Open dialogue about responsible AI use is encouraged.

4. Assignments That Involve AI Use:

Some assignments will require AI use. These will be clearly marked in the instructions.

- If allowed, you must disclose that you used AI and cite it.

Appendix II – Declaration of Use of GenAI

Instructor Note: This declaration should be submitted as a separate assignment, with the same due date as the term paper. Grading is conditional upon its' submission.

Students must complete this declaration whether or not they used AI:

Student Declaration

I, _____ (student name), declare:

I did not make any use of generative AI in preparing and writing my term paper.

OR

I used the following tool(s): _____ (name of AI tool, e.g. ChatGPT, Claude, Grammarly).

Purpose of AI Use	YES/NO
Brainstorming Ideas	YES/NO
Outlining/Structuring	YES/NO
Discovery of Research	YES/NO
Drafting Content	YES/NO
Grammar and Spellcheck	YES/NO
Paraphrasing or Rewriting	YES/NO
Citation Help	YES/NO
Translation from one language to the other	YES/NO

Proofreading Only	Feedback	YES/NO
Formatting references		YES/NO

I understand that this declaration is a statement of academic integrity and confirms that the submitted work is my own. I am aware that attempting to pass off AI-generated work as my own without disclosure may result in failure.

I acknowledge that if this declaration is not submitted, my assignment will receive a zero.

If I declare no use of AI but the instructor has strong evidence of GenAI use, I understand that I will be asked to give an oral explanation of my assignment.

Signature: _____ Date: _____

Instructor use only

Level of misuse	Example	Transparency	Grade reduction
<input checked="" type="checkbox"/> Minor misuse (unintentional or low impact)	Used AI for grammar, paraphrasing or to generate ideas	Declared honestly	0% of assignment grade
<input type="checkbox"/> <input type="triangle-up"/> Moderate misuse (content-related, but limited)	Used AI to help draft parts of the body text or thesis	Declared honestly	10% of assignment grade
<input type="checkbox"/> <input type="triangle-up"/> Moderate misuse (content-related, undeclared)	Used AI significantly without informing instructor	Undeclared	11–20% of assignment grade
<input checked="" type="checkbox"/> Severe misuse	Full essay or key arguments generated by AI or has fake sources or citations	Declared or undeclared	100% (zero grade)
<input checked="" type="checkbox"/> Academic dishonesty	Lied in the declaration, fabricated AI usage, or refused oral verification	False declaration	100% + disciplinary action



INTERNAL REGULATION ON

**“EUC”s PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT
AVERAGE (GPA)”**

71st Senate Decision: 7 February 2020

Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
 - (1) ***For first year students at the end of the 1st semester of their studies or for students included in the list for the first time:***

Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

(2) For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

(3) For students who exhibit the phenomenon on a continuous basis:

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

For the School of Medicine (undergraduate degrees) in more specific: The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

3. The Department of Enrollment:

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

- Encl.: (1) Sample Letters (Greek and English version)
(2) Sample Letter of Probation (School of Medicine)
(3) Sample Letter of Dismissal (School of Medicine)
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

.....

Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι

Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπαθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

.....
Κοσμήτορας,
Σχολή

Κοιν.:

- Συντονιστής/τρια Προγράμματος Σπουδών
- Πρόεδρος Τμήματος

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Dismissal
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

.....

Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις από το Φθινοπωρινό Εξάμηνο 201....., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202..... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημμένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδό σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλος του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας δοθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος, να επιλέξετε να μεταεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολουθήσει των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτριά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών