

Doc. 300.1.1

Date: 06/04/2023

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Neapolis University Pafos
- **Town:** Pafos
- **School/Faculty (if applicable):** School of Health Sciences
- **Department/ Sector:** Psychology
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διδακτορικό Πρόγραμμα στην Ψυχολογία

In English:

PhD in Psychology

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

The on site evaluation visit took place on April 3rd, 2023, according to the following schedule:

- 09.25-09.30 Welcoming of the EEC
- 09.30-09.40 Brief introduction of the members of the EEC
- 09.40-10.20 Meeting with the rector and the vice rector of academic affairs
Meeting with the members of the internal evaluation committee
- 10.30-11.00 Meeting with the dean of the School of Health Sciences and the chair of the Department of Psychology
- 11.00-12.00 Meeting with the chair of the Department of Psychology, the programme's coordinator and the programme's coordination committee
- 12.00-13.00 On site visit to the premises of the institution
- 14.00-14.45 Meeting with the members of the teaching staff on each course for all years of study
- 14.45-15.30 Meeting with members of the administrative staff
- 15.45-16.30 Meeting with current students and graduates
- 16.30-17.00 Conferring of the EEC
- 17.00-17.30 Exit discussion

The EEC studied the following materials:

- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: PhD. in Psychology
- Virtual Visit video
- Additional documents:
 - Doctoral Student Handbook
 - Staff CVs
 - Curriculum for PhD supervisors
 - Sample dissertations
- Presentations:
 - Neapolis University Pafos
 - PhD in Psychology
 - Quality Assurance
 - Student Affairs Department



- Liaison Office
- Library
- IT Department

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Patricia BIJTTEBIER	Academic member + chair	KU Leuven (Belgium)
Chryse HATZICHRISTOU	Academic member	National and Kapodistrian University (Greece)
Thanos KARATZIAS	Academic member	Edinburgh Napier University (United Kingdom)
Anthoulla PAPAGEORGIU	Professional body representative	Registered psychologist
Andreas SAVVA	Doctoral student	University of Cyprus

C. Guidelines on content and structure of the report

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*

- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

1.1 Policy for quality assurance

Neapolis University has implemented an internal system of quality assurance and evaluation, based on the guidelines and the European standards for quality assurance in higher education. In line with the Cyprus Agency of Quality Assurance (CAQA) Guidelines, the University has set committees of internal quality assurance per department. Different tools are being used for quality management: (a) the PROSE tool for program evaluation every 3 to 5 years, (b) student evaluation questionnaires in MOODLE every semester that provide feedback about the course and the stakeholders, (c) TARGIT Business Intelligence and Analytics software; (d) performance evaluations of teaching staff (i.e. student evaluation, course observation, self-assessment report, supervisor's report, institutional effectiveness evaluation); (e) performance evaluations of administrative staff (i.e. self-assessment which is discussed with the head of the department).

The department implements evaluation procedures at all levels (i.e. self-evaluation, internal evaluation, external evaluation) based on the policies and approved procedures and regulations of the University as well as the principles and procedures prescribed by the relevant legislation. The implementation of these procedures is overseen by the department's Internal Quality Assurance Committee, which operates in conjunction with the university's Quality Assurance Committee.

1.2 Design, approval, on-going monitoring and review

The proposed programme is a revision of the currently operating programme, following recommendations by the CAQA and aiming to target a different group of prospective students; for example those who are aiming for a career in academia, as an independent researcher, rather than those who are seeking promotion in their current profession. The proposed programme consists of 180 ECTS (3 years of study, 6 semesters). In the first year of study, equal emphasis is placed on research (30 ECTS: faculty research involvement, research stage I, first year progress report) and research skill development exercises (30 ECTS: Quantitative Research Methodology and Statistics, Qualitative Research, Advanced Quantitative Research Methodology and Statistics, Advanced Qualitative Research). In the second and third years of study, predominant emphasis is placed on primary research that is required for the completion of the thesis (105 ECTS: research day seminar, research stage II and III, second year progress report,

write-up I and II). Two further academic courses (i.e. Computational Numerical Analysis + one elective) should be completed in year two.

1.3 Public information

Neapolis University Pafos website contains information on the admission criteria and procedure for the PhD program but no description of the program structure or course content. Overall, publicly available information in the website is limited. When accessing the main website people are directed to a web form and asked to fill in contact information to schedule a phone call (“Interested? Let’s talk!”).

1.4 Information management

TARGIT business intelligence and analytics software is used to manage information for the monitoring of key performance indicators regarding number of students, student characteristics, dropouts, graduates, grades, study duration, employability, aspects of evaluation and information regarding specific courses.

Strengths

- Neapolis University Pafos has been awarded the Sureplus Quality label level A (December 2020-2024) in recognition of good practice in quality management.
- The Committee appreciates the overall revision of the programme aiming to meet international doctoral programme standards.
- The University has adequate resources for information management regarding main KPI’s.

Areas of improvement and recommendations

- The Committee would like to comment on the proposals for the development of a programme to support the development of supervisors. The Committee would support the implementation of such programme.
- The documentation, the presentations and discussions during the site visit made it clear that the department aims at enrolling students who they want to pursue an independent research career as well as those who they wish to advance their current professional practice. The Committee feels that the revised programme is suitable predominantly for those who wish to pursue an independent research career. In order to maximize the chances of success in attracting high-calibre students with clear academic ambitions, additional actions are recommended. These actions pertain to an upscaling of the overall research focus with regard to intensity and quality of research activity on the one hand and the development of a clear marketing strategy on the other hand. Suggested initiatives may include:
 - More strongly embedding the research activities of PhD students in the research programmes of the faculty (e.g. by not advertising general PhD positions but positions with specified research topics that are matching the research expertise and programs of current faculty (both junior and senior staff).
 - Encourage new PhD students to make use of existing datasets (e.g., those collected in SKEPSI) to maximise their use; PhD positions to help with existing datasets may also be offered.
 - When a PhD topic matches the interests of a junior faculty member, then it is recommended that appropriate mentorship is being offered to the junior faculty member by a senior faculty member. This process can enable both staff development and it can also enhance student experience.
 - To enhance the overall research culture in the department, it is suggested that junior faculty are being mentored in grant proposal writing by more experienced researchers (i.e. those serving in

grant evaluation committees). Funding from successful grants can be partly used to support PhD related activity.

- For marketing purposes, more detailed information should be made public on the website. This information should include a description of the program structure, course content and assessment procedures. The Committee also recommends that specific research topics that are matching the interests of faculty should be made available in the website.
- Some further recommendations can also be made for the curriculum of the PhD program:
 - Consider providing some additional training in core skills of doctoral researchers including development of a data analysis plan or data management plan in line with the research questions and hypotheses, skills relating to writing a grant proposal or an empirical paper or academic language.
 - Consider alternative formats of dissertation (e.g. a collection of completed manuscripts of publishable standard preceded by an introductory chapter setting the stage for the research project and followed by an integrative discussion). This may enable submission of higher number of papers by the PhD candidate pre- and post-completion of studies.
 - To enable development of skills manuscript publication, consider requesting at least one paper of publishable standard to be prepared prior to completion of studies, in addition to research seminars or conference presentations that are already part of the provision.
- The Committee would also like to recommend consideration of a professional doctorate route to match the needs of those who are already in an established professional trajectory. For those established professionals a PhD might be a less attractive option.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

2.1 Process of teaching and learning and student-centered teaching methodology

The programme's teaching methodology involves a combination of lectures, assignments, case-study applications and independent research. For the academic modules, the aspiration is that each participant contributes to the education of the entire class through active participation in the learning procedure. The expectation is that students analyse, comment, question, discuss and build on others' contributions. Formative assessments are integrated in the teaching and learning process, helping the educators to identify learning needs and problems and helping the students to develop a stronger understanding of their own academic strengths and weaknesses. Students are being encouraged to become independent thinkers and produce original research through supervision.

2.2 Practical training

(not applicable)

2.3 Student assessment

Different types of formative assessment are used, such as detailed teacher feedback on student work, self-assessments, peer assessments, group discussions and a written research proposals. Summative assessment consists of assignment (50%), exercises (10%) and a final exam (40%). Each course can be examined twice per academic year: once during semester exams (Fall and Spring) and once during the re-sit exam. During the re-sit examination, the highest possible score is 64.

Strengths

- A variety of assessments are being used to evaluate progress at different stages of the programme. All courses are being evaluated and feedback is being carefully considered by faculty members.

Areas of improvement and recommendations

- Supervisors may benefit from mentoring in supervision by experienced members of staff within the department, the University or other external providers. This will enable junior faculty development as well enhance the overall student experience.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

3.1 Teaching staff recruitment and development

A policy for recruitment and promotion of teaching staff is in place. Specifically, this policy aims to ensure that prospective PhD supervisors have the appropriate skills. The University developed a series of training courses and workshops to enable staff development in that direction.

3.2 Teaching staff number and status

Teaching staff consists of 11 full-time faculty members (all of them PhD holders): one professor, one associate professor, two assistant professors and seven lecturers. Faculty members have expertise in a wide range of subdisciplines including educational psychology, clinical and counselling psychology, experimental psychology, cognitive psychology, sports and educational psychology, social psychology and special education. There is currently one open position for a faculty member with expertise in counselling psychology.

3.3 Synergies of teaching and research

There are some synergies between teaching and research in terms of various methodologies and subject areas. Some PhD topic areas complement the interests of staff. However, some faculty members are less experienced in student doctoral supervision and few have PhD completions.

Strengths

- Teaching staff is highly motivated and very supportive to the students.

Areas of improvement and recommendations

- Teaching and administrative workload is overall high with limited time for research. The Committee would like to recommend consideration of rebalancing workload for all faculty members with adequate time for research in order to enhance the research skills of more junior staff.
- Given that teaching load can become very high for some teaching staff, especially for methodological courses, we recommend that the department can create rotations either within the current labs or perhaps abroad (possibly in part of a distance learning format) using existing collaborations with other Universities abroad.
- The Committee would like to recommend electing experienced senior researchers as faculty members who will be able not only improve the overall research culture but also to mentor junior faculty members.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

4.1 Student admission, processes and criteria

The programme is predominantly aimed at graduates with a master's degree in the field of psychology, but candidates from "other relevant scientific fields" are also eligible to apply. General admission criteria are described clearly in the programme documentation. For a more detailed description of selection processes and criteria, see 6.1.

4.2 Student progression

For each PhD. Student, annual academic progress reviews are being conducted at least once every academic year, starting from the student's first year of study. These annual assessments include as minimum requirements: (a) a self-assessment of academic progress and an opportunity to provide evidence of progress; (b) an official assessment of the student's academic progress from his/her mentor; (c) a written review prepared by an individual or group different from the mentor, focusing on the student's degree progress including completion of milestones and student strengths and weaknesses; (d) a timely opportunity for the student to discuss this review in person with the mentor.

4.3 Student recognition



Accreditation of prior learning (APL) should be carefully considered at doctoral level. Neapolis University has an appropriate procedure in place for their programmes.

4.4 Student certification

Neapolis University Pafos graduates receive a Diploma Supplement together with their diploma which provides information about the nature and the level of studies and coursework. It is produced according to standards agreed by the European Commission, the Council of Europe and UNESCO, and it is also part of the Europass Framework Transparency tools.

Strengths

- Assessments of the new programme are mapped against learning outcomes.
- During the visit, student feedback is positive and overall students reported high levels of satisfaction with the programme. However, we would like to emphasise that the cohort we spoke followed the older version of the programme and there are some significant differences between the new proposed and older version of this programme.
- Students described staff as facilitative and approachable.

Areas of improvement and recommendations

- The Committee would like to encourage staff to keep monitoring student satisfaction with the new proposed programme.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

5.1 Teaching and learning resources

Students and staff are provided with a personal email address, access to the Moodle e-learning platform, interactive whiteboards, wireless internet in all areas of the university and a printing platform.

Library staff also provide training to students on how to use library facilities and perform literature searching.

5.2 Physical resources

The University has 17 classrooms which can accommodate between 18 and 65 students and one auditorium with a capacity of 160 seats. All are equipped with modern interactive whiteboards, wired and wireless internet connection and teleconference facilities.

The University's library provides access to a rich collection (about 10.000 printed books, about 300.000 electronic books and >5 million electronic articles) as well as to a range of information tools. Library staff consists of professional librarians, who are continuously trained of the latest developments in the field.

According to the documentation, the University has five research and technology labs: (a) Eating and Appearance Research Laboratory, (b) Laboratory of Experimental Psychology (equipped with 6 computers), (c) Eye-Tracking Laboratory (equipped with Eye Tracker Eyelink 1000), (d) Computer Laboratory (equipped with 19 desktop computers and necessary software for academic research) and (e) Architecture's Computer Laboratory (equipped with 24 terminals and 8 PCs). Recently, equipment has been expanded towards virtual reality technology and psychophysiological measurements. In the future, the University plans to further upgrade lab equipment with motion tracking cameras and software.

5.3 Human support resources

Upon admission to the university, each student has his own Responsible Academic Advisor. Neapolis University provides ongoing academic support to all students to assist completion of their studies. The Responsible Academic Advisor monitors the student's progress on a regular basis, aiming to provide assistance when it is required.

The Student's Social Support Service offers counselling services and online lectures to students, on social and well-being issues that might intervene with their studies. It coordinates and guides Academic Tutors and acts as the conduit between the different support services that operate at the University.

The Counselling Centre for Research and Psychological Services (SKEPSI), which located in the Psychology Department, offers free short-term counselling and other mental health support to all university students and the wider community of Pafos and Cyprus.

5.4 Student support

Neapolis University Pafos established the Center for Special Educational Needs and Disabilities (CE.S.E.N.D.) in order to create and foster an accessible community where students with disability have an equal opportunity to participate fully in all aspects of the educational environment. It assists students in meeting individual needs and interests on campus, and provides awareness of the needs of students with disabilities to the campus community.

The Office of International Relations, ECTS and Mobility (ERASMUS) establishes inter-institutional agreements with European and international higher education institutions and takes care of student and staff international mobility.

The Liaison Office with the Business World of Neapolis University links students and academic staff to the business of Pafos and Cyprus, e.g. by informing students on available internships in companies and businesses in the private sector, both locally and Pan-Cyprian.

Strengths

- The Committee is satisfied with the teaching and learning resources of the University. The Committee is also impressed by the welfare and support facilities of the University.

Areas of improvement and recommendations

- The SWOT analysis that was produced by the University has identified limited laboratory equipment, facilities and offices for academic staff.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

6.1 Selection criteria and requirements

Applicants submit transcripts of their bachelor's and master's degrees, two reference letters from academic institutions or research centers, an English language certificate (minimum requirement B2 certificate in the Common European Framework of Reference for Languages scale, or any other equivalent degree), a personal statement and a research proposal. As to the latter one, applicants are encouraged to review the research interests of the faculty members of the Psychology Department, which can be found in their CVs on the University's webpage, before submitting their application. Apart from the quality of the research proposal, undergraduate and postgraduate grades, other degrees, publications and conference talks/posters, scholarships, awards and distinctions will be taken into consideration. The programme coordinator is actively involved in the review of applications and his/her approval is required before admitting a student to the programme. Candidates may apply at any time during the year, but admissions are in September of every year.

Once admitted, and in order to successfully complete the PhD. in psychology, a student must– in chronological order: (a) complete the programme's prescribed first semester training requirements; (b) assist faculty members with ongoing research projects in the first and second semester, (c) complete the first-year report, (d) present a research seminar at the Research Day in the third semester, (e) make a presentation at the end of the second year to the supervising committee, (f) submit a doctoral thesis at the end of the third year, and (g) pass the viva voce examination.

6.2 Proposal and dissertation

The proposed work should make an original contribution to knowledge and the final dissertation should be presented in a prescribed format. Completion of the PhD dissertation is mandatory and corresponds to 2 semesters of 30 ECTS (60 ECTS in total). Students complete their thesis, including all stages of the research process, in the second and third year of the programme.

6.3 Supervision and committees

The primary supervisor is a member of the faculty with relevant research expertise in the proposed subject area. Provision for alternative supervisory arrangements is described in the documentation.

The programme is governed by a Steering Committee consisting of the Dean (also the chair) and representatives of administrative staff, faculty members and external associates if required. The main functions of this committee are to assess the initial application, approve the subject doctoral dissertation, the advisory and examination committees and declare the candidate as doctoral candidate.

Every doctoral student has a three-member advisory committee including the primary supervisor and two other faculty members. The primary function of this committee is to monitor the progress of the student.

The five-member examination committee consists of members of the advisory committee and two other University faculty members. The function of this committee is to examine the final thesis.

Strengths

- Clear governing and monitoring processes are described in the course documentation to safeguard successful student completion and resolve any difficulties that may arise during the course of studies.
- The University can take advantage of its international collaborations to establish joint supervision of PhD students. This can enable the reduction of teaching load of Neapolis University staff and can contribute to staff development when (co-)supervisors from partner Universities are more experienced.

Areas of improvement and recommendations

- The Committee would like to encourage staff to ensure that prospective candidates have the necessary knowledge foundation, skills and aspirations for an independent future research career which matches also the aspirations of the revised programme.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

D. Conclusions and final remarks

Overall, the evaluation process was well prepared by the department. The documentation provided was clear although was amended until the date prior to visit. This has led to some confusion with reviewing the appropriate versions of the documents in preparation for the evaluation. All discussions took place in a collegial atmosphere, and staff were open to suggestions and recommendations.



The programme is overall well designed. It is commendable that the aim of the revision of the programme was to meet international doctoral programme standards. However, the Committee would strongly suggest that the research activities of PhD students is more strongly embedding in the wider research programmes of the faculty. We would also suggest that in order to enhance the overall research culture in the department, a mentoring scheme for junior staff should be developed and implemented. Finally, the Committee would like to recommend consideration of a professional doctorate route, in addition to the PhD route, to match the needs of those who are already in an established professional trajectory.

Overall, the efforts from the team are commendable. We wish them well in their efforts in delivering an ambitious doctoral programme in psychology in the future.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Patricia BIJTTEBIER	
Chryse HATZICHRISTOU	
Thanos KARATZIAS	
Anthoulla PAPAGEORGIOU	
Andreas SAVVA	

Date: 06/04/2023