Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: NEAPOLIS UNIVERSITY PAFOS

Program of Study: PhD in Psychology

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Peter Howell	Professor	UCL, UK
Elias Besevegis	Professor	University of Athens, Greece
Konstantinos Kafetsios	Professor	University of Crete, Greece
Evita Katsimicha	Student representative and Member of Professional Association	University of Cyprus, Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

I. The EEC has examined the following documents:

The application file submitted by the applicant University to the Quality Assurance Agency (doc. 200.1) which included full-time and envisaged visiting professors' to the PhD program CVs.

The University of Neapolis Research Degrees regulation for the completion of PhD program of studies.

The EEC visited the University and the Department, the faculty offices, the laboratory facilities, the library facilities, and the student welfare facilities.

II.

The EEC has found that the application submitted by the Psychology Department, Neapolis University, contains much of the necessary information and reflects relatively well the practices and procedures in place for the commencement of the research degree in the near future. However, at the same time, the EEC recognizes that certain information is lacking in terms of explicit regulation and procedures in order for the program to compare favorably with the practices known for equivalent programs in Cyprus, Greece and internationally. We have made every effort to identify these characteristics and aspects.

Lastly, we would like to mention that EEC has tried to complete the evaluation form and rate the specific indicators in the best possible way in order to assist in the evaluation of the specific application. However, in a few cases, given a combination of the nature of the questions (with some of those pertaining rather to standard undergraduate programs) and the fact that the degree is not yet operational, we were unable to provide concrete, quantifiable answers, and therefore we have opted for leaving the rating blank and providing a qualitative comment in that respect.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- ### Organization of Teaching Work

The Institution has specific plans for organization of the teaching work at PhD. level. However, part of the plans (e.g., on workshops and seminars) were reported orally during the visit, therefore we recommend written documentation.

Regarding mechanisms for complaint management and dispute regulation, these are not mentioned in the documentation supplied and a formal procedure is required to be documented.

- ### Teaching

The EEC commends the Department for including a taught element in the course, which is not always found in equivalent research degrees.

The recommendation is to consider formalizing the teaching element of the course (seminars and workshops) and provide more structure regarding the seminars and workshops in terms of description, content and learning outcomes.

The inclusion of an end of year progress report is recommended.

The Committee was informed that PhD students will be provided with support for satisfactory access to local and international conferences and this is also an element of the course that requires more explicit documentation.

- ### Teaching personnel

The Department of Psychology comprises a small focused group of full-time academics that covers a contained number of areas of expertise. The teaching personnel is research active and has created a cohesive teaching and research culture within the department. The EEC considers that this culture should be supported by the University with satisfactory academic support and expansion to the areas of expertise.

There are areas that are covered satisfactorily, yet others are less so.

The committee could not ascertain whether formal contracting with the Visiting Professors is in place.

The student/staff ratio at PhD level is adequate and in accord to international standards, however the student/staff ratio at undergraduate level should also be

taken into account given that a limited number of full-time staff is involved in the programs.

In light of the short-term contracts of members of staff, long-term commitment to the PhD program could be vulnerable in the future.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**

  The objectives and learning outcomes of the program are described to a satisfactory level. However, linkage to institutional mission statement are lacking.

- **Structure and Content of the Program of studies**

  The program of study is structured in a consistent manner and in sequence. However, correspondence to ECTS of separate teaching elements (seminars, workshops) and progression to practical research could be specified.

- **Quality Assurance of the Program of studies**

  During the visit, plans about the quality assurance procedure for the program of study were presented, which were satisfactory.

- **Management of the Program of Study**

  The Program of study seems to be managed by a limited number of staff, especially the director, who has increased administrative responsibilities. The recommendation of the EEC is that the PhD. program being managed by a committee consisted of members of the department and the University administration.

- **International Dimension of the Program of Study**

  The program envisages the utilization of services by several external faculty staff with considerable expertise and experience in psychological research and its delivery at PhD. level. The University, also has two memoranda in place, one with the University of the Peloponnese and the other with the University of Athens, which could facilitate research collaborations and exchanges. However, in both cases, concrete steps towards the enactment of these initiatives.

- **Connection with the labor market and the society**

  The basic areas that are covered in research are in the eye-movement and the questionnaires from the clinical practice in SKEPSI, which could be fit in with medical research. This research is a sound basis, which could provide possible benefits to the society. However, there is a need for more initiatives that the PhD students along with the teaching staff could put in place in order to provide society with outcomes of the research in a usable way. A concern about the labor market is that the PhD students will have limited opportunities to utilize their skills, since Cyprus is a rather small academic community. Therefore, future plans should include collaborations that will provide a wide aspect in the employability of PhD holders in Psychology, such as companies, NGOs, etc. in Pafos area.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The PhD program is to be provided with adequate research facilities and equipment. The Institution supports research activities and collaborations that can enhance the quality of the PhD. program. However, aspects of the support having to do with internal funding and research equipment, requires expansion and on-going review.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- ### Administrative Mechanisms
  The existence of SKEPSI counseling center is a benefit for the students' welfare services. However, the EEC did not have the opportunity to see the questionnaires that are administered to the students in order to assess the efficiency of these mechanisms.

- ### Infrastructures / Support
  The EEC suggests that facilities for research students could be enhanced in order to further support the research studies. Furthermore, evidence is needed of continuing professional development provision.

- ### Financial Resources
  The committee has limited knowledge of financial arrangement in private institutions to compare. The committee recommends that part of the financial resources is going back to the development of the academic and teaching personnel.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

Establishing a PhD program is an ambitious project and the team is to be commended in this regard. It will serve a vital role in Cyprus. Our comments are intended to ensure the team can deliver students with PhDs that meet national and international standards. The PhD program should also enhance the research expertise and outputs of the staff involved and potentially increase grant income. To deliver the program investment in staff, students and equipment resources need to be guaranteed.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC was impressed by the enthusiasm of the Department for the PhD program. The EEC appreciated the effort that has been put in making the case for establishing a PhD program. Even though staff numbers are limited, the team appeared to be delivering to the students a well-received Undergraduate program. Administrative and technical support appeared satisfactory.

Essential requirements to ensure PhD students complete their training in the area of psychology that they have chosen to study are: a) Increase staff numbers; b) Ensure that staff supervising PhD students have contracts spanning a minimum of three years; 3) Formal contracts should be in place for external staff who are part of the program of study; 4) Annual budget for support of students including a) computer and laboratory hardware refurbishment, b) explicit indication of support for students to present at conferences, c) mechanism to allow staff to trade extra work for PhD versus undergraduate teaching.

Desirable elements also include: 1) rearrangement of teaching load (Undergraduate/PhD ratio), 2) formalize what is included in seminars and workshops, 3) establishment of a committee to support course co-ordination, 4) formulate an institutional mission statement that reflects the importance of PhD program, 5) formalize plans for collaboration with other institutions nationally and internationally.

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Neapolis University in Paphos

Program of Study: PhD in Psychology

Duration of the Program of Study: 3 years

Evaluation Date: 4 May 2017

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Peter Howell	Professor	UCL, UK
Elias Besevegis	Professor	University of Athens, Greece
Konstantinos Kafetsios	Professor	University of Crete, Greece
Evita Katsimicha	Student representative	Member of Professional Association

Date and Time of the On-Site Visit: 03. May 2017 9- 16.00

Duration of the On-Site Visit: 1 working day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.		N/A				
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.	N/A				
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel	N/A				
	1.1.3.3	The course web-pages, updated with the relevant supplementary material	N/A				
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities			X		
	1.1.4.2	Library				X	
	1.1.4.3	Infrastructure			X		

1.1.4.4	student welfare			X	
1.1.4.5	academic mentoring			X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.			X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.	N/A			
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			X	
1.1.8	Control mechanisms for student performance are effective.	N/A			
1.1.9	Support mechanisms for students with problematic academic performance are effective.	N/A			
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.		X		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.	X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

Cypriot and Greek speaking students are expected to enroll

β) the countries of origin of the majority of students.
N/A

γ) the maximum planned number of students per class-section.

1.1.10 This was reported orally during the visit and we recommend written documentation that this is the case

1.1.11 Feedback from students indicated that Turnitin is not implemented.

1.1.12 Not mentioned in the documentation supplied. A formal procedure is required to be documented for management complaints and dispute regulation.

1.1.1. Entrance requirements are not fully documented, therefore the EEC left this blank and gave more details in the narrative report.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.	N/A				
1.2.2	The methodology of each course is suitable for adults.	N/A				
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	N/A				
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Pertinent to 1.2.1, 1.2.2, 1.2.4:

Consider formalizing the teaching element of the course (seminars and workshops) to meet these ends:

Although the flexibility of the envisaged teaching element is appreciated by the committee, we recommend more structure regarding the seminar and workshops in term of description, content, learning outcomes,

1.2.3 An end of year progress report is recommended

1.2.5 The Committee was informed that PhD students will be provided with support for satisfactory access to local and international conferences

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.					
	1.3.2.2 Publications within the discipline.					
1.3.3	The specializations of Visiting Professors adequately support the program of study.					
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.	N/A				
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.	N/A				
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.			X		
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the			X		

	society.					
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 There are areas that are covered satisfactorily.
The department of Psychology comprises a small focused group of full-time academics that covers a contained number of areas of expertise, for which there is nearly satisfactory academic support. However, expansion to the areas of expertise is needed.

1.3.3 The committee could not ascertain whether formal contracting with the Visiting Professors are in place

1.3.4 The EEC was informed that Special Teaching Personnel and Special Scientists would not be involved in teaching and supervising PhD Students.

1.3.8 The student/staff ratio at PhD level is adequate and in accord to international standards, however the student/staff ratio at undergraduate level should also be taken into account.

1.3.10 The overall low number of staff and areas of expertise is limited. In light of the short-term contract of members of staff, long term commitment to the PhD program could be vulnerable, also due to possible staff career movement.

1.3.11 Recommendation that course coordinator is aided by a committee or another full time academic staff

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.	N/A				
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.1 An institutional mission statement is lacking

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.	N/A				
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is		X			

			1	2	3	4	5
	registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.						
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X		
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.	N/A					
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities, which should be acquired by students.				X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.	N/A					
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.						

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.2.2 Correspondence to ECTS of separate teaching elements (seminars, workshop) should be specified
2.2.9 EEC apologizes, this was not raised.

2.3	**Quality Assurance of the Program of Study**		1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.						
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						
	2.3.2.1	the members of the academic personnel					

2.3.2.2	the members of the administrative personnel						
2.3.2.3	the students.						
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.						
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3 During the visit, plans about the quality assurance procedure for the program of study were presented.

The answers of the QA committee were satisfactory and clear and it is expected that the same standards will be applied to the PhD course.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.			X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:					
	2.4.5.1	The provisions regarding unit credits	N/A				
	2.4.5.2	The expected learning outcomes				X	
	2.4.5.3	The methodology				X	
	2.4.5.4	Course descriptions	N/A				
	2.4.5.5	The program's structure			X		
	2.4.5.6	The admission requirements				X	
	2.4.5.7	The format and the procedures for student			X		

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Δ.Ι.Π.Α.Ε.
DI.P.A.E.

		assessment					
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.			X			
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X		
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.	N/A					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

2.4.1 Establishment of a committee in charge of the PhD program will enhance the monitoring and review processes

2.4.5. Program not posted, however based on information provided by the team evaluations supplied.

2.4.5.7 See our comment above (2.4.1)

2.4.6 Information about diploma supplement needs to be provided

2.4.8 A related procedure is not described

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					
2.5.2	The program attracts Visiting professors of recognized academic standing.					
2.5.3	Students participate in exchange programs.					
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.5.2 Subject to further information and official ratification
2.51 - 2.5.2 The Program has plans for collaborations with Universities in Greece yet this remains to be delivered

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			X		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.	N/A				
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	
3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			X		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			

		1	2	3	4	5
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	X				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					
3.1.9	Student training in the research process is sufficient.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.6 We were informed orally that the institution provides support to research activities such as international conferences

3.1.3   The research equipment requires expansion

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Existence of a counseling center is a benefit

4.1.3 The EEC did not have the chance to see original questionnaires about the criteria for assessing student satisfaction.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.				X	

		1	2	3	4	5
4.2.3	The facilities are adequate in number and size.		X			
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2.3 Facilities for research students could be enhanced

4.2.7 Evidence to this is needed

4.3	**Financial Resources**	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The committee has limited knowledge of financial arrangement in private institutions to compare. The committee recommends that part of the financial resources is going back to the development of the academic and teaching personnel.

The following criterion applies additionally for distance learning programs of study.

N/A

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					

5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

N/A

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.			X		
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.		X*			
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.		X			
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision				X	

	of the specific dissertations.				X		
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.				X		
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					X	
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.				X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

6.2. It is marginally satisfactory.

6.4. The rating applies to the eligible full-time members of the staff.

6.7. Expanding the scope of the areas covered is recommended.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The University level Regulations for a PhD degree should be updated to include elements that guarantee quality.

The EEC considers that having a PhD program in Psychology in Cyprus is a positive step for both scientific reasons and service delivery.

The EEC also acknowledges the enthusiasm and the devotion of the staff towards the PhD program.

The EEC recognizes that entrance requirements are in accord with standards in equivalent programs nationally and internationally.

The EEC recognizes the infrastructure is at a satisfactory level to support research at a PhD level.

However, the EEC would like to emphasize that the following elements should be enhanced/improved:

Regarding entrance requirements, the interview element should be explicitly included

as a requirement as well as degree classification at undergraduate and/or postgraduate levels. The level of knowledge of a foreign language should also be specified.

The structure of the program has to be clearly delineated with respect to all elements and steps of graduate work (this applies to coursework and research work). Special care and remediation should be taken for candidates who hold qualifications outside Psychology. Elements of graduate work need be expressed in terms of workload and ECTS.

In terms of personnel, the EEC feels that it is essential it is increased.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Peter Howell	
Elias Besevegis	
Konstantinos Kafetsios	
Evita Katsimicha	

Date: 4 May 2017