Doc. 300.1.1

Date: 14 March 2023.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**

  Frederick University

- **Town:** Limassol

- **School/Faculty (if applicable):** School of Education and Social Sciences

- **Department/ Sector:** Psychology and Social Sciences

- **Programme of study- Name (Duration, ECTS, Cycle)**
  Bachelor's degree in Psychology, 4 years, 240 ECTS, conventional

  In Greek:

  Ψυχολογία

  In English:

  BSc Psychology

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

- **Programme's status:** Operating program of study

- **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

This part includes basic information regarding the onsite visit.

We much appreciated the welcome provided by the faculty and staff of Frederick University during the site visit. It was informative and open, and added much valuable information to the provided documentation, which was sometimes a little sparse (e.g., course descriptions, grading, assignments).

In line with the external evaluation schedule, we met with representatives of the university management, including the Rector, Vice President of the Council and Vice Rectors for Quality Assurance and Academic Excellence and Vice Rector for Research Development and International Relations; representatives from the Department, including the Chair, Vice Chair, Programme Coordinator and other academic staff; and the Directors of Administration and Finance and Studies and Student Welfare. These meetings provided a clear overview of the university structures and procedures as they apply to the programme under evaluation. We were also delighted to meet with a selection of current students and alumni, who were very complimentary about the BSc Psychology programme.

We were struck by the devotion and leadership of the chair and vice chair of the department (Dr. Dimitriou and Loizidou), and we would like to thank them for the open exchange of ideas and information. Strong enthusiasm was also evident from other faculty members, who are clearly committed to providing a high standard of education to their students.

B. External Evaluation Committee (EEC)

Name	Position	University
Jan H. Kamphuis	Full Professor	University of Amsterdam (UvA)
Christina Athanasiades	Associate Professor	Aristotle University of Thessaloniki, Greece
Ciara Greene	Associate Professor	University College Dublin, Ireland
Chara A. Demetriou	Clinical Psychologist	Representative of the Cyprus Psychological Association
Angeliki Mitka	Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

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.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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*

- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

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

○ *career paths of graduate*

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

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.

The quality assurance system is quite elaborate, with a report structure of evaluations (IQC100- IQC107) from different perspectives (e.g., upon completing a course both students and faculty perform evaluations), and at different levels (courses, program, department). The internal quality committee also includes 2 student members.

The public information is well organized and attractive; e.g., website and promotional materials.

All courses are designed in ECTS and include specific learning objectives, which are regularly revised based on feedback.

In terms of coordination and avoiding content overlap, the close working relationships among faculty members facilitate communication.

Collecting simple, unambiguous data regarding progression rates proved difficult. Data on pass rates at the year or course level were not made available to the committee.

The small scale of the program allows for monitoring where graduates end up working. Students indicated that even upon graduating, faculty are still available to them. 45 students have graduated from the programme since 2019. Most graduates continue to MA/MSc programs in Cyprus or overseas, with others obtaining employment in NGOs or community organizations.

Student dropout appears to have been minimal, and mostly related to students changing their career objectives.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The feedback is collected from different sources/ perspectives, and the faculty is remarkably receptive to the needs and feedback of the students.

The faculty self-evaluation on coursework is a noteworthy feedback loop: impressive!

The programme includes progressive English-language training across three levels that aims to give students the ability to read and understand the scientific literature.

The small class sizes ensure that student progress can be carefully monitored and accommodations or remedial strategies can be put in place where necessary (e.g. by reducing workload for struggling students).

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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

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

As the stated ambition is to train the "next generation" of psychology researchers, we recommend making the thesis obligatory.

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

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

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

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

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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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.

The FU bachelor psychology programme has a strong student-centered approach, meaning that individual tailoring and attention is generously applied. In other words, it effectively attends to the diversity of students and their needs, enabling flexible learning paths.

The integration of research and practice is advanced by coursework that often involves so-called micro-research projects, as well as specific research projects that faculty involve the students in (e.g., Resilience lab).

The programme includes a clear focus on social psychology/social work (owing to its history and co-location with the social work programme) and on clinical psychology. Links between theory and practice are made, beginning with foundational theoretical content in the early stages of the programme and advancing to more applied content. Students are provided with a foundation for future applied training, e.g. in clinical or counseling psychology.

Several courses are more skills-oriented (e.g., clinical interviewing) or have a personal development focus (e.g., personal awareness course), in addition to the more fundamental theoretical coursework.

Supervision of student theses is arranged via a meeting between the students and faculty in which faculty explain their research interests and students identify a good match. At present, no formal application or supervisor assignment process is required as the student cohort is small and the thesis course is optional.

The criteria for assessment and grading are clearly listed. A (stepped) formal procedure for student appeals is in place.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Impressive student-centric teaching is a core strength of the program. Students' different abilities, interests, and learning potential are closely attended to and tailored strategies are provided. If so indicated, students are also guided to external experts in the wider academic community.

Teaching methods cover a broad range, including lectures, practical training (e.g., clinical skills), student presentations, videos (e.g., Ted talks), with a strong emphasis on engaging each individual student.

Both current students and alumni were very appreciative of the supportive learning climate and the individualized approach to helping them achieve their career objectives and personal goals.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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

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

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

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially Compliant

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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.*

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.

The academic staff is predominantly composed of psychologists, complemented by faculty with a background in social work, sociology, psycholinguistics, and education. The faculty is diverse in age and background, and it seems that the newer faculty members are particularly motivated to conduct research.

Hiring of visiting faculty is based on teaching needs; i.e., courses that are needed for a comprehensive curriculum but cannot be covered by the permanent staff. That said, covering a full contemporary bachelor program with about 10 psychologists on the faculty is certainly challenging and inevitably leads to a high and wide-range teaching load. Mitigating this concern is the fact that faculty have relatively few students to attend to.

Standard evaluations track teaching performance; there are separate forms for the evaluation of the course and the faculty.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The academic staff generally seems quite devoted to the teaching program, as well as research oriented. Staff members are creative in integrating research into their coursework and student supervision.

The university has made seed funding available to faculty to develop or enhance their research programmes. They specifically favor those who have not been successful in obtaining external funding, to provide incentives for wider participation in research (as per the convincing Director of Administration, Mr. George Kazantis).

Following the COVID-19 pandemic, the faculty have adapted very well to modern technology and methods of teaching delivery and have engaged with new approaches to hybrid learning.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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

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

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

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

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially 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.*

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.

Students who provide a school leaving certificate are admitted to the programme, with no additional admission requirements. This appears to be standard for private universities in Cyprus. Previous academic work is carefully appraised by the staff for relevant credits, but a minimum of 120 ECTS needs to be at the BSc at Frederick University.

There are clear procedures for the monitoring of student progression with remedial strategies provided to assist struggling students.

Students receive adequate certification explaining the qualification gained. Standards comply with all relevant national and EU regulations.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The small student cohort means that each student's performance and progress can be carefully monitored. Each student has an academic advisor who meets with the student at least twice per semester and ensures their successful progression through the programme.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

No major areas for improvement were identified.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
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.*

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.

Laboratory facilities and physical resources in general appear adequate, especially with the expansion to the higher floor.

Students also indicated good access to computer software.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The support offered to students at university level appeared to be excellent. The Director of Studies and Student Welfare Service described a number of services available to students, including counseling and financial support. Focus groups are held with students to evaluate the effectiveness of the offered supports, with students incentivised to attend and offer feedback. As noted above, the department offers a very high level of individualized support to students based on their needs.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
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.*

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.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
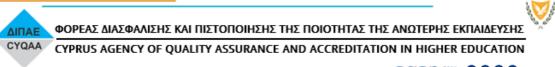
Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

First and foremost, the strong student-centric approach of the program was palpable and very impressive indeed. The student-staff ratio is currently quite luxurious (for students), but likely needs to change for economic viability. We recommend proactive contingency planning for this "problem the BSC program of FU would like to have." In other words, how can the individual attention for the learning trajectory of students that currently characterizes the program be ensured when the number of students goes up; for example, the individual supervision of research projects can become a bottleneck with about 10 psychologists on board, but perhaps that problem does not become pressing until the number of students quite substantially increases.

That said, clearly the higher management supports and actively and effectively incentivizes stronger investment in research, to the best of their ability and resources. It is to be hoped that this strategy will be effective and that the faculty will be in a position to increase their research activity, community outreach and output.

We were also favorably impressed by the multi-faceted student support and guidance facilities (Student welfare). Moreover, student participation is implemented at every corner of the programme.

A specific recommendation is to make the thesis non-optional (as in obligatory), as that would better correspond to the stated ambitions of the program and enhance students' chances of gaining admission to postgraduate programmes. Other recommendations pertain to learning objectives and earlier exposure to the international scientific literature (given the stated objectives of the program).

E. Signatures of the EEC

Name	Signature
Jan H. Kamphuis	
Christina Athanasiades	
Ciara Greene	
Chara A. Demetriou	
Angeliki Mitka	
Click to enter Name	

Date: March 14th, 2023.