

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: European University Cyprus
Program of Study: Psychology (PhD)**

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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 |
|------------------------------|------------------------|---------------------------------|
| Prof. Peter Howell | Professor | University College London |
| Prof. Elias Besevegis | Professor | Athens University |
| Prof. Konstantinos Kafetsios | Professor | University of Crete |
| Evita Katsimicha | Student representative | University of 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.

1. Documentation was prepared in Greek and English and sent to all members of the committee well in advance of the site visit. Some additional documents were requested and seen during the site visit:

Documentation and signed forms from the Agency of Quality Assurance and Accreditation in Higher Education

Application for evaluation - accreditation - New program of study - Psychology (PhD)

Regulations of European University Cyprus on Doctoral Studies (Ph.D.)

School of Humanities and Social Sciences Study Guide (Psychology Ph.D.)

The EUC Library document

The Advisory Board in Psychology list

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.

The EEC feels that the institution filed a well-documented and complete application concerning the program under evaluation which answered most of the committee's questions. The on site visit and discussion shed further light on the issues under examination.

The EEC has tried to complete the present 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 questions (with some of those pertaining 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 good plans for organization of the teaching work at PhD level. Admission procedures are described in detail and they are expected to be implemented. The teaching work is well-organized. Explicit mention of the interview with the candidates should be made. There is a need for expanding the number of co-supervisors.

The 3-year program is clearly laid down, although more details should be added about the pathway of each candidate after the first year especially in relation to supervisory meetings. The institution should take into consideration increased demands by the PhD program in terms of research on personnel's teaching obligations.

- Teaching

As mentioned, the planned PhD program is well documented. We invite the program applicants to consider the following points that would help students on the program to begin their empirical research towards their PhD early in the course:

- Once a topic has been chosen, a systematic review of the literature could be initiated*
- Candidates could serve as “apprentices” in on-going projects PIs are working on.*
- Provide students with the opportunity to present material within seminars, with other PhD students*
- Further amend current ethics procedures so that the candidates' work is covered early in the course.*

Supervisors and students need to work out a bespoke plan that will cover the whole period of study before and after completing the first year assessments.

The EEC found the teaching methodology for the compulsory courses the Department is planning to use, is well structured. However, attention needs to be given to the appropriateness of the content of the courses at the PhD level and how these are tailored to fit the needs of specific students.

It was stated that the students are provided with satisfactory access to electronic journals and services of plagiarism (via Turnitin).

The EEC also encouraged the Department to provide further support to students through conference participation, departmental seminars, invited speakers and workshops and participation in research projects of the personnel.

- Teaching personnel

The program is supported by an adequate number of personnel who are qualified and motivated in their duties.

In some cases the existing teaching load seems to be quite high, but the institution has practices in place that can regulate teaching time against the research time needed for the PhD commitments.

A clear promotion policy is in place, which the staff are content with.

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 very satisfactory level. Linkages to institutional (EUC) mission statements could be strengthened.

- Structure and Content of the Program of studies

The program of study is structured in a consistent manner and in sequence.

The EEC recognizes a structured use of ECTS, however some of the aspects of the graduate work could be better balanced in terms of credits.

The EEC proposes that the faculty evaluates how to introduce empirical work earlier in the course.

- 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. There are concrete and elaborate internal quality processes in place that are expected to be applied to the PhD program (see section 9 document 200.1). The institution has extensive experience with PhD programs which they will draw on.

- Management of the Program of Study

All aspects were satisfactorily documented and covered in discussion. Information provided for this section is commendable.

- International Dimension of the Program of Study

There is evidence of active involvement with institutions abroad through established teaching and research activities (Erasmus +, H2020, the Laureate network).

Compared to programs of the same rank elsewhere in Cyprus and abroad, the program compares positively in many respects.

- Connection with the labor market and the society

The proposed number of PhD students would benefit Cyprus society.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The program will profit from good quality facilities and equipment at EUC. The institution supports research activities and collaborations that can enhance the quality of the PhD program. Comment was made on teaching as to the possibility of engaging student on research early by apprentice work with Pls.

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

- Administrative Mechanisms

The student welfare service seems to support students in an adequate way. The EEC had limited opportunity to evidence the efficiency of those mechanisms based on specific criteria.

- Infrastructures / Support

The EEC evidenced state of the art resources in the institution. Given the philosophy of the institution we expect the same level of resources to be available to the PhD program. The PhD program will profit from additional state of the art research facilities.

- Financial Resources

The EEC has limited knowledge of financial arrangement in private institutions to compare.

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. The proposed program is well-structured and organized. The number of academic personnel and qualifications are adequate in order to support PhD candidates and guide them to a PhD that will be recognized internationally.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- 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 and the structure of the PhD program. The EEC appreciated the effort that has been put in making the case for establishing a new PhD program in EUC.

The staff, which is delivering the course, participate in research at home and abroad with several research grants and publications, which is essential for a vibrant research community. Therefore, the presence of PhD students will undoubtedly enhance the research of the department.

The department personnel have given adequate information for the future PhD program and it was felt that the program is deliverable to the student cohort in the near future.

The program demonstrates a narrow focus on applied areas of psychology.

The EEC would like to highlight that significant investment in staff infrastructure would allow to support cutting-edge research in the areas of expertise and could provide the basis for further expansion of the program.

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: European University Cyprus
Program of Study: PhD. in Psychology
Duration of the Program of Study: 3 years
Evaluation Date: 6/6/2017

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 |
|------------------------------|------------------------|---------------------------------|
| Prof. Peter Howell | Professor | University College London |
| Prof. Elias Besevegis | Professor | Athens University |
| Prof. Konstantinos Kafetsios | Professor | University of Crete |
| Evita Katsimicha | Student representative | University of Cyprus |

Date and Time of the On-Site Visit: 6/6/2017**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. | | | | | X |
| 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 | | | | X |
| | 1.1.3.5 | The procedures for the conduct and the format of the examinations and for student assessment | | | | X |
| | 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. | | | | X |
| 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. | | | | | X | |
| 1.1.9 | Support mechanisms for students with problematic academic performance are effective. | | | | X | | |
| 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. | | | | | X | |
| 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.

β) the countries of origin of the majority of students.

Expect participation to be extended to a variety of nationalities in addition to Cypriot and Greek students (e.g., Middle east or African students).

1.1.1 The described admissions procedures are not yet implemented

1.1.3 - 1.1.6 Our observations relate to information about future plans the present organization has not implement yet. However, there is adequate evidence regarding the quality of the organization of teaching work.

1.1.4.5 The EEC would like to draw attention to the limited existing number of co-supervisors in the field of psychology

1.1.5 Policy for the first part of the course (first 15 months) was clear, some attention should be given to document how it will broaden out to the rest of the degree/course especially having to do with frequency of supervisory meetings.

1.1.9 The EUC team was asked about remedial action for students with problems in particular areas (i.e., statistics) and indicated this was in place. General attention to these issues could be in place.

1.1.10 EEC commended the approach whereby additional research commitments were offset against reduced teaching load.

1.1.11 Plan to use Turnitin

| 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. | | | X | | |
| 1.2.2 | The methodology of each course is suitable for adults. | | | | X | |
| 1.2.3 | Continuous-formative assessment and feedback are provided to the students regularly. | | | n/a | | |
| 1.2.4 | The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students. | | | | X | |
| 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 | | | | X | |

| | | | | | | |
|---|--|----------|----------|----------|----------|----------|
| | standards, including a platform for the electronic support of learning. | | | | | |
| 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 | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p><i>1.2.1 Attention needs to be given to the appropriateness of the content of the courses at PhD. level, and how it is tailored to the needs of specific students</i></p> <p><i>1.2.5 Information was provided for support to students through: support to conference participation, departmental seminars, invited speakers/workshops, participation in research projects</i></p> <p><i>1.2.6 Students are provided access to electronic journals, TURNITIN.</i></p> <p><i>1.2.7 The Psychology section could be strengthened</i></p> | | | | | | |
| 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. | | | | X | |
| 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. | | | | X | |
| 1.3.2.2 | Publications within the discipline. | | | | X | |
| 1.3.3 | The specializations of Visiting Professors adequately support the program of study. | | | n/a | | |
| 1.3.4 | Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited | | | n/a | | |

| | | | | | | |
|--------|--|--|--|---|---|--|
| | 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. | | | YES DOE S NOT EXC EED YES | | |
| 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. | | | | | |
| 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. | | | YES | | |
| 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. | | | YES | | |
| 1.3.9 | The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society. | | | X | | |
| 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.

1.3.5-1.3.8 The response to those questions does not reflect an evaluative rating

1.3.9 Some of the personnel have a high teaching load but there is a formula to regulate teaching load against research commitments

1.3.10 Recruitment and promotion policy were described

| 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. | | | | X | |
| 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 | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.1 A clearer documentation on the connection between learning outcomes with the mission and research strategy of the institution could be made</p> | | | | | | |
| 2.2 | | 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. | | | | X | |

| | | | | | | |
|-------|---|--|--|-----|---|--|
| 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 registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions. | | | | X | |
| 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. | | | | X | |
| 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 The EEC recognizes a structured use of ECTS, however some of the aspects of the graduate work could be better balanced in terms of credits

2.2.6 & 2.2.8 The EEC proposes that the faculty evaluates how to introduce empirical work earlier in the course

2.2.9 There was not an opportunity to discuss this issue

| 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. | | | | X | |
| 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 | | | | X | |
| | 2.3.2.2 the members of the administrative personnel | | | | X | |
| | 2.3.2.3 the students. | | | | X | |
| 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. | | | | X | |
| 2.3.4 | The quality assurance process constitutes an academic process and it is not restricted by non-academic factors. | | | | X | |

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 QA procedure for the program of study were presented.
The answers to the EEC question were satisfactory and clear*

There are concrete and elaborate internal quality processes in place that they are expected to be applied to the PhD program (see section 9 document 200.1). The institution has extensive experience with PhD programs which they will draw on

| 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. | The academic hierarchy of the institution, (Rector, Vice-Rectors, | | | | X | |

| | | | | | | |
|---------|---|--|---|--|---|--|
| 4 | Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study. | | | | | |
| 2.4.5 | Information relating to the program of study are posted publicly and include: | | | | | |
| 2.4.5.1 | The provisions regarding unit credits | | | | X | |
| 2.4.5.2 | The expected learning outcomes | | | | X | |
| 2.4.5.3 | The methodology | | | | X | |
| 2.4.5.4 | Course descriptions | | | | X | |
| 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 assessment | | | | X | |
| 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. | | | | | |
| 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. | | | | X | |

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

2.4.3 All aspects were satisfactorily documented and covered in discussion

2.4.5 Information for this section provided is commendable

2.4.6 Information about diploma supplement should be provided

2.4.7 Based on the experience of an MA student, there is an evaluation system in place

| | | | | | | |
|-------|---|---|---|---|---|---|
| 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 / | | | | X | |

| | | | | | | |
|-------|--|--|--|-----|---|--|
| | programs of study in Europe and internationally. | | | | | |
| 2.5.2 | The program attracts Visiting professors of recognized academic standing. | | | n/a | | |
| 2.5.3 | Students participate in exchange programs. | | | | X | |
| 2.5.4 | The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally. | | | | X | |

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

2.5.2 There is limited information on this at this stage

There is evidence of active involvement with institutions abroad through established teaching and research activities (Erasmus +, H2020, the Laureate network).

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.

Compared to programs of the same rank elsewhere in Cyprus and abroad, the proposed compares positively on several aspects.

| 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.

The proposed number of PhD students would benefit Cyprus society.

| 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 | |
| 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. | | | n/a | | |
| 3.1.9 | Student training in the research process is sufficient. | | | X | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>3.1.6 We were informed that the institution provides support to research activities such as international conferences</p> <p>3.1.3 The research equipment requires expansion</p> <p>3.1.9 This was discussed at length and some suggestions were given to increase the quality of the research process.</p> | | | | | | |

| 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. | | | | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p><i>4.1.3. The EEC had limited opportunity to investigate these issues (e.g. only one student was available to discuss these matters). From the on-site visit the EEC saw that all recourses were available for student support.</i></p> | | | | | | |
| 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 | |
| 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. | | | n/a | | |

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

The EEC evidenced state of the art resources in the University. Given the philosophy of the institution we expect the same level of resources to be available to the Psychology program.

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

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

| 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. | |

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 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.

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.

6.3 & 6.7 Expanding the scope of the areas covered is recommended

FINAL REMARKS – SUGGESTIONS

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

The committee was impressed by the preparation and presentation of the PhD program.

The staff, which is delivering the course, participate in research at home and abroad with several research grants and publications, which is essential for a vibrant research community. Therefore, the presence of PhD students will undoubtedly enhance the research of the staff. The University attracts overseas students which is a clear area of potential expansion.

The department personnel have given adequate information for the future PhD program and it was felt that the program is deliverable to the student cohort in the near future.

The program demonstrates a narrow focus on applied areas of psychology which can be considered a strength.

The EEC would like to highlight that significant investment in staff infrastructure would allow to support cutting-edge research in the areas of expertise and could provide the basis for further expansion of the program.

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

| Name: | Signature: |
|------------------------------|-------------------|
| Prof. Peter Howell | |
| Prof. Elias Besevegis | |
| Prof. Konstantinos Kafetsios | |
| Evita Katsimicha | |
| | |

Date: 7/6/2017