

Doc. 300.1.1

Date: 06/04/2023

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

- **Higher Education Institution:**
European University of Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Humanities,
Social and Education Sciences
- **Department/ Sector:** Social and Behavioural Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Ψυχολογία, 3 Έτη, 180 ECTS, (Διδακτορικό)

In English:

PhD in Psychology

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

In Greek: Concentrations

In English: Concentrations



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

A. Introduction

This part includes basic information regarding the onsite visit.

The on site evaluation visit took place on April 4th, 2023, according to the following schedule:

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

The EEC studied the following materials:

- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: PhD. in Psychology
- Virtual Visit video
- Additional documents:
 - EUC Framework of minimum suggested/expected requirements in research and scholarly publications and/or recognized creative work for faculty ranking
 - EUC library self-study 2022
- Presentations:
 - European University of Cyprus
 - School of Humanities, Social and Education Sciences
 - PhD in Psychology



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Patricia BIJTTEBIER	Academic member + chair	KU Leuven (Belgium)
Chryse HATZICHRISTOU	Academic member	National and Kapodistrian University (Greece)
Thanos KARATZIAS	Academic member	Edinburgh Napier University (United Kingdom)
Anthoulla PAPAGEORGIOU	Professional body representative	Registered psychologist
Andreas SAVVA	Doctoral 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*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

1.1 Policy for quality assurance

All quality assurance procedures of the European University of Cyprus (EUC) are in alignment with the University Charter. EUC has formal and publicly available Program Evaluation Review (PER) procedures. EUC programs of study comply, at institutional level, with Standards and Guidelines in the European Higher Education Area. Quality assurance procedures involve collecting input from different stakeholders: (a) students (through Course Evaluation Questionnaires twice a year for all courses and representation in the Program Committee), (b) alumni (through Alumni Questionnaires, representation in the Advisory Board, and Graduate Employment Reports), (c) administrative staff (through representation in the Program Committee according to the specific administrative needs, if required), (d) professionals through representation in the Advisory Board), (e) faculty members (through participation in the Program Committee).

The Program Committee has a central role in the process, continuously monitoring academic and other issues of the program, such as curriculum development, delivery and assessment, students' admission and progress, career paths of alumni and results of student evaluation questionnaires. It is expected that every program completes a PER process every five years. However, a Program Committee can initiate a PER report at any time within the five-year period suggesting documented program changes. PER reports, designed by the Program Committee, are successively sent to the department's quality assurance committee, the department council, the school academic committee, the school council, the university quality assurance committee and the senate for further input and final approval.

1.2. Design, approval, on-going monitoring and review

The PhD in Psychology is a program of study that provides the opportunity to candidates to carry out research in a field of Psychology in the disciplines of Clinical, Counselling, Developmental, Neuropsychology, School and Social Psychology. The program consists of 180 ECTS (3 years of study, 6 semesters) and has the following components: Compulsory courses (30 ECTS), Comprehensive Examination (10 ECTS), Preparation, Submission and Presentation of the PhD proposal (20 ECTS), Independent research according to the approved PhD research proposal (90 ECTS), and Writing, Submission and Public Presentation of the PhD project (30 ECTS). The three compulsory courses focus on Advanced Research Methodology, Advanced Statistics, and Preparation and Writing of the PhD dissertation. These courses are partly generic (same content for all students) and partly individualized (taking into account the specific needs of the student according to the research topic chosen).

1.3. Public information

All approved programs of study and course descriptions are published on the University website, as is the academic calendar.

1.4. Information management

The EEC is not aware of any formal information management policy or strategies. During the visit, staff provided information on current students' background, progression, satisfaction with the program etc. Given the very low number of students thus far and the fact that no one graduated yet, there has not yet been a need for complex information management.

Strengths

- Students are represented in various bodies of the university.
- Students provide feedback on all courses twice a year and participation rate is quite high (80%).

Areas of improvement and recommendations

- In the prospect of increasing student numbers, the EEC advises the department to develop more formalized strategies to collect, monitor and analyze information relevant to the management of the program (e.g., student background, student progression, success and drop-out rates, students' satisfaction, career paths of graduates).
- Coursework in the modules is now organised with generic and individualized content. Too much personalised content would make it impossible to monitor quality assurance within a specific module. The Committee would like to recommend that the percentage of core and individualised coursework is formally described in the documentation.
- The provision of research methodology is predominantly quantitative. The committee would strongly encourage programme staff to increase the input of qualitative methods within the programme.

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

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

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

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

Findings

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

For the three compulsory courses, weekly lectures are organized. Given the very low number of students thus far, these are very student-centred and highly individualized.

2.2 Practical training

(not applicable)

2.3 Student assessment

For the three compulsory courses, student assessment consists of a combination of assignments, class participation and attendance and presentations. Furthermore, after successful completion of the courses, the students proceed to a Comprehensive Qualifying Examination (CQE), where their ability to work on a theoretical framework is evaluated. Coursework in the modules includes three orientations (research methodology, statistics and academic writing) and consists of both a written and an oral part. More informal evaluative processes are being used for the assessment of the PhD research proposal. The final thesis is being evaluated by public defence (viva voce).

Strengths

- On top of the assessment of the individual courses, there is an assessment of the students' ability to integrate insights and skills across courses (as will be needed in normal research practice) in the Comprehensive Qualifying Examination.

Areas of improvement and recommendations

- None.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

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

Findings

3.1 Teaching staff recruitment and development

A process is in place for electing new faculty with selection committees being responsible for the recruitment and selection of teaching staff. Recruitment occurs through an interview procedure and a demo lecture.

The department has an established faculty professional development policy, based on four different pillars: (a) biannual performance appraisal of staff with respect to teaching, research and contribution to society (including plans for the two years coming), (b) mentoring scheme for newly hired full-time academic staff, (c) peer observation and peer review of teaching and (d) a professional development plan with three levels ("Initial" for newly hired faculty, "Ongoing" and "Ad-Hoc" for innovative interventions. All academic personnel (faculty as well as special teaching personnel) participate in workshops and seminars for a total of 36 hours annually.

The department annually grants awards for teaching and research to faculty and special teaching personnel, based on self-nomination, peer-nomination or student-nomination.

3.2 Teaching staff number and status

Teaching staff of the department consists of 14 full-time faculty members (all of them PhD holders), 1 special teaching personnel and 38 scientific collaborators. Eleven of the faculty members and 3 scientific collaborators support the PhD program. They have different ranks (associate professor, assistant professor, lecturer) and expertise in a wide range of subdisciplines: educational psychology, research methods and statistics, neuropsychology/cognitive psychology, counselling psychology, developmental/educational/cognitive psychology, social psychology/sexology, clinical psychology and health psychology.

3.3 Synergies of teaching and research

The department encourages and rewards research performance in different ways. One important tool is the Teaching Hours Reduction (THR) by accumulation of points due to participation in funded projects, authoring of books in established publishing houses, and scopus papers, citations and participation in conferences. Using THR, staff can get teaching load reduced to 9 hours/week (instead of the typical 12 hours/week). Also, the department grants different types of research awards (award for young researcher, award for established researcher, award for early career female researcher).

The department also encourages research performance in PhD students, e.g. by awarding scholarships of 500 euro to PhD students who have been presented a paper at a Scopus conference or published a paper in a journal indexed by Scopus.

Strengths

- The department has clear strategies and policies to support staff in their research activities. For example, THR permits staff active in research to reduce teaching load and free up research time. The EEC was presented with data showing that during the last couple of years staff increasingly makes use of this opportunity.
- EUC has been awarded the HR Excellence in Research logo from the European Commission, because of their established strategies and policies to support research activity. Only three other Cypriot universities also have this award.

Areas of improvement and recommendations

- To further boost research activity of staff, the EEC recommends that the research activities of PhD students are more strongly embedded in the research programmes of the staff (e.g. by advertising positions with specified research topics that are matching the research expertise and programs of faculty).
- To enhance the overall research culture in the department, it is suggested that junior faculty are being mentored in grant proposal writing by more experienced researchers (i.e. those serving in grant evaluation committees). Funding from successful grants can be partly used to support PhD related activity.

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

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

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

4.1 Student admission, processes and criteria

The programme is mainly aimed at graduates with a master's degree in the field of psychology, but candidates from other relevant scientific fields can also apply. General admission criteria are based on the type and quality of previous studies, grade obtained in previous studies, and suitability for the programme. For a more detailed description of selection processes and criteria, see 6.1.

4.2 Student progression

In terms of student progression, a clear academic path is defined. The organized course work consists of 30 ECTS (3 courses). In accordance with the EUC's grading system, the minimum passing grade in coursework is C or higher. In addition to attending the specialized courses, all students are required to attend, during their studies, at least four relevant scientific conferences/seminars, in Cyprus or abroad. In such occasions, the students are expected to do at least two presentations (either oral or poster). In addition, the students are expected to complete at least one peer reviewed publication with their supervisor(s) and gain teaching experience as teaching assistants in the department. After completing the coursework required, students are required to take the mandatory Comprehensive Qualifying Examination, which has two stages: (a) written examination based on an essay and (b) oral examination. After a successful completion of the Comprehensive Qualifying Examination, the PhD student receives the status of "PhD Candidate" and can proceed to drafting and submitting a Thesis/Dissertation proposal. This proposal is presented during a meeting with the Supervision Committee. Upon approval of the proposal, the PhD candidate can continue with his/her PhD research. Within a timeframe of six months or longer, and after a successful proposal defence, the

PhD candidate can proceed to a public Thesis/Dissertation Defence in front of the PhD Adjudication Committee. Based on the performance at the oral exam, the Committee takes a final decision (i.e. “pass as is”, “pass with minor revisions”, “pass with extensive revisions” or “unsatisfactory”). Finally, the School will decide whether or not it can confer the degree of Doctor of Philosophy (PhD) on the basis of the report of the PhD Adjudication Committee.

4.3 Student recognition

A policy with regard to the recognition and transfer of credit units is in place and can be found in the University Charter. For doctoral degrees, the transfer policy applies only for the program’s taught courses, i.e. in this case the maximum number of transfer credits cannot exceed 30 ECTS.

4.4 Student certification

After successful completion of all steps in the academic path described in 4.2., the degree of Doctor in Philosophy (PhD) can be conferred by the School. This decision must be approved by the Senate.

Strengths

- In addition to the coursework, students are required to attend conferences (and present their work on that occasion) as well as to complete at least one peer reviewed publication. These requirements will provide students with the key skills of an independent researcher.
- All students are expected to gain teaching experience as teaching assistants in the department. These requirements provide students with skills that are important for a future academic career and increase their employability.

Areas of improvement and recommendations

- The Committee would like to encourage admissions to enrol students with appropriate aspirations in pursuing a future career as independent researchers.
- The Committee would encourage staff to reconsider the structure of the programme to allow students to start their data collection earlier. In so doing, they may be able to present their work in conferences and also submit material for publication prior to study completion.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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.

5.1 Teaching and Learning resources

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

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

5.2 Physical resources

The university has 81 classrooms with a total seating capacity of more than 2,951 seats and three auditorium-type classrooms with a seating capacity for 100 persons each, equipped with the latest technology of audio-visual aids. The Cultural Center has an indoor amphitheatre with a seating capacity of 550 seats as well as an exhibition hall. Also, there is an outdoor amphitheatre with a seating capacity for 800 people.

The library is designed to provide a seating capacity of approximately 160 people and is fully computerized. It has a computer lab with 20 stations and 2 study/presentation rooms. Currently, the library has over 47,000 unique titles in print form and over 300,000 in electronic. The University subscribes to more than 120 electronic databases.

According to the documentation, the University has several research labs, two of which are particularly relevant to psychology research: the Experimental Psychology Lab and the General Psychology and Psychotherapy Lab.

5.3 Human support resources

EUC provides student advising and academic support at three levels: (a) Student Advisors (from the Department of Enrolment) assist students with maintaining track on academic path; (b) Program Coordinators provide academic advise, assisting the students on academic difficulties in coursework and on issues forwarded by student advisors (e.g., low G.P.A.); (c) Course Instructors provide course advice, i.e. content-specific assistance and tutoring, either on Blackboard or via face-to-face contact during office hours.

The Center of Applied Psychology and Personal Development (KEPSYPA) offers psychological and counselling services to EUC members (students and staff) free of charge.

5.4 Student support

The Committee for Students with Special Needs (CSEN) provides academic accommodations/support to all registered students. CSEN assesses the students and decides upon academic accommodations granted.

The Career Center is committed to providing effective and accurate career guidance to students for self-development and job placement. It places great emphasis on enhancing student employability through the development of competencies (soft skills, e.g. leadership skills, conflict management, stress management,...)

Strengths

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

Areas of improvement and recommendations

- None.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

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

You may also consider the following questions:

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

Findings

6.1 Selection criteria and requirements

The selection procedure occurs in steps. As a first step, minimum requirements for admission to the program are checked: (a) Master's Degree in Psychology or another relevant scientific field, (b) strong academic record with a weighted average grade in the Master's of B or higher, (c) excellent language skills and (d) submission of a summary research proposal. In a second step, the application is evaluated by the Committee of PhD Studies of the department, which may ask for additional information, such as the candidate's master dissertation, an expanded research proposal etc. In a third step, the candidate is interviewed by members of the Committee of PhD Studies including potential supervisors. Finally, in a fourth step, the Committee of PhD Studies sends a recommendation to the Department Council, which, if approved, is sent to the School Council for final approval.

6.2 Proposal and dissertation

The Thesis/Dissertation must be an original and independent scientific work of international standard. It should be high quality scientific and academic work in terms of formulation of the issues it addresses, precision of terminology, methodology, theory and empirical foundation, documentation and means of presentation. The Thesis/Dissertation must contribute towards developing new scientific knowledge and is to be of a standard that is appropriate for publication as part of the literature in its discipline. The Thesis/Dissertation may be written in Greek or English language.

Each part of the Dissertation/Thesis should be uploaded to a plagiarism detection system (turnitin). In the case of fraud, collusion, data fabrication or detection of other dishonesty, the case will be referred to the Senate for further action that may include academic suspension or expulsion.

6.3 Supervision and committees

After submission of the PhD Candidate's thesis proposal, the School appoints a Supervisory Team (after coordination with the program coordinator, potential supervisors and the PhD candidate). This team consists of one or two supervisors (minimum rank assistant professor), up to two co-supervisors (open rank). At least one member of the

supervisory team should have an area of specialization that has direct relevance to the student's proposed research program and/or the methodology that will be used. The supervisory team as a whole should also include at least one member with previous supervisory experience.

The supervisor offers advice and guides the student to successful and timely completion of the Dissertation/Thesis. The focus of the supervisory relationship is shaping the research project, issues of analysis and focus, and offers some support for the writing project.

Strengths

- Specific and clear guidelines for the writing of the proposal and the dissertation are set.
- The program includes courses specifically targeting the preparation and writing of a PhD dissertation.
- There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of misconduct.
- The process of submitting the dissertation to the University library is set.
- The roles and responsibilities of students as well as supervisor(s) / co-supervisor(s) are clearly defined.

Areas of improvement and recommendations

- The guidelines for the preparation of a PhD dissertation require the student to write the dissertation in typical format of a lengthy report. Although this format may be suitable and appropriate for some types of research, the EEC recommends consideration of alternative formats as well. More specifically, students can also choose to write their dissertation in the format of a coherent set of manuscripts of publishable standard, preceded by an introduction setting the stage for the research project and a discussion summarising overall findings resulting from the PhD work.

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

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

D. Conclusions and final remarks

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

The programme is overall well designed and facilities are of a high standard. However, the Committee would strongly suggest that the research activities of PhD students is more strongly embedding in the wider research programmes of the faculty. We would also suggest that in order to enhance the overall research culture in the department, a mentoring scheme for junior staff should be developed and implemented. It is commendable that staff are devoted to student-centred postgraduate education. However, the Committee would recommend that a set of core material should be in place across all courses to ensure the provision of quality assurance processes. We would also recommend increasing the input of qualitative methodology across all modules. The Committee would encourage the University to offer Phd scholarships / job opportunities in psychology to increase the number of full time doctoral students.

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



E. Signatures of the EEC

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

Date: 06/04/2023