

# External Evaluation Report

(Programmatic within the framework of  
Departmental Evaluation)

Doc. 300.3.1/1

Date: 23 December 2020.

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **School/Faculty:** School of Humanities, Social and Educational Sciences
- **Department:** Department of Social and Behavioral Sciences
- **Programme(s) of study under evaluation**  
Name (Duration, ECTS, Cycle)

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

**Programme 1** – [Title 1]

**In Greek:**

Programme Name

**In English:**

Psychology (B.Sc., 4 years, 240 ECTS, 1st Cycle)

**Language(s) of instruction:** Greek/English

**Programme 2** – [Title 2]

**In Greek:**

Programme Name

**In English:**

Psychology - Clinical - Counseling (M.Sc., 2 years, 160 ECTS, 2nd Cycle)

**Language(s) of instruction:** Greek/English

**Programme 3** – [Title 3]

**In Greek:**

Programme Name



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



**In English:**

Programme Name

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



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



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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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



## A. Introduction

*This part includes basic information regarding the onsite visit.*

We were provided with information about the course, the entry requirements, assessment of eligibility, course content, and evaluation. We also received information about the qualifications and relevant expertise of the full-time teaching staff and the part-time scientific advisors. We were also given the opportunity to interview staff and students on the programme. Finally, due to the Coronavirus restrictions, in lieu of our visit to the Department, we were also provided with videos of the lab facilities for the Centre for Applied Psychology and Personal Development (KEPSYPA) and Experimental Psychology, General Psychology, and Psychotherapy Labs.

### 10:30 – 10:40

- A brief introduction of the members of the External Evaluation Committee  
*[10 minutes]*

### 10:40 – 11:10

- A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution  
*[15 minutes]*
- A meeting with the members of the Internal Evaluation Committee  
*[15 minutes]*

### 11:10 – 11:50

- A meeting with the Head of the relevant department.  
Short presentation of the School's / Department's structure  
*[40 minutes]*

*Maximum duration of presentation: 15' Discussion: 25'*

### 12:00 – 13:00

#### Programme 1:

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development *[60 minutes]*

*Maximum duration of presentation: 20' Discussion: 40'*

### 13:00 – 14:00

#### Programme 2:

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development *[60 minutes]*

*Maximum duration of presentation: 20' Discussion: 40'*

### 15:00 - 16:00





- A meeting with members of the teaching staff on each course for all the years of study (QA session).
  - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
  - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
  - Discussion on assessment criteria, samples of final exams or other teaching material and resources.

*[60 minutes]*

**16:10 – 16:50**

- A meeting with students and graduates only (5 – 15 participants).

*[40 minutes]*

**16:50 – 17:10**

- A meeting with members of the administrative staff.

*[20 minutes]*

**17:10 – 17:25**

- Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

*[15 minutes]*

**17:25 – 17:50**

- A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

*[25 minutes]*

**17:50 – 18:20**

- Live streaming of courses.

*[30 minutes]*

In addition, the evaluation is based on the following documents:

- Application 07.14.323.008\_200\_3
- Presentations from Zoom meeting (December 18, 2020)
- Overview graduation rates / attrition rates
- Videos: Campus Tour 360; Centre for Applied Psychology and Personal Development (KEPSYPA); lab facilities (Experimental Psychology, General Psychology, and Psychotherapy Lab)
- Record of a digital lecture (PSY272A Experimental Psychology);
- Record of course PSY612 Personality Assessment and Lab (Centre for Applied Psychology and Personal Development, KEPSYPA)





ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Prof. Ute GABRIEL</b>	Academic member, chair	Norwegian University of Science and Technology, Norway
<b>Prof. Roshan DAS NAIR</b>	Academic member	University of Nottingham, UK
<b>Prof. Manuel VÖLKLE</b>	Academic member	Humboldt University Berlin, Germany
<b>Chloe Yiannakou CONSTANTINIDES</b>	Representative from the Professional Association	
<b>Evrydiki KOLOKOU디아</b>	Student representative	University of Cyprus
Name	Position	University



## 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:*
  - sub-areas*
  - standards which are relevant to the European Standards and Guidelines (ESG)*
  - 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 each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**



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

### Sub-areas

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

### 1.1 Policy for quality assurance

#### Standards

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

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

#### Standards

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

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

### 1.3 Public information

#### Standards

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

### 1.4 Information management

#### Standards

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

*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.*

### **Findings for Psychology (B.Sc.)**

The B.Sc. programme is a four-year long program (8 semesters) comprising a total of 240 ECTS. 120 ECTS are dedicated to mandatory courses (“major requirements”), 30 ECTS to general education requirements (e.g., academic writing), 18 ECTS to free electives (courses outside of psychology) and 72 ECTS to major electives. The major elective courses may be chosen out of a list of 20 different courses (6 ECTS each).

The EEC was surprised by the large number of major elective courses. While having the option to choose between courses seems attractive to students, it is a major effort to develop and continuously update so many courses. Also, the content and sequence of courses seemed somewhat arbitrary. It was explained to us that the courses are flexibly offered according to the students demand (e.g., as discussed in the psychology club) and are tailored to their specific needs. This needs to be applauded. Yet, the approach does not scale well to a larger number of students. Given EUC’s aim to grow, in combination with its open admission policy at the B.Sc. level, EUC may want to consider reducing the number of major electives, or clustering them in modules (instead of 20 separate courses).

### **Findings for Psychology (M.Sc. Clinical - Counseling)**

The MSc programme is divided into two specialties of clinical psychology and counselling psychology. Both programmes appear to have a lot in common, with the key difference appearing to be that the clinical psychology students learn about Cognitive Behavioural Therapy (CBT) while students in the counselling psychology programme learn about Humanistic approaches. This dichotomy is somewhat arbitrary, in that many clinical psychology programmes internationally, for instance, do teach humanistic and existential therapeutic approaches in addition to CBT. However, the current split between clinical and counselling psychology is appropriate if this meets the requirements of the professional bodies for both these professions in Cyprus. We did not see evidence of systemic approaches being taught, and the Department may wish to consider such approaches also.

There appeared to be considerable strength in the teaching of child and adolescent mental health issues, but we did not see issues related to older adults (particularly around dementia) addressed as much.

A major strength of the MSc programme relates to the internships offered by the Department. We learnt that these internships were diverse, and offered students many options for specialisation. Such diversity was appreciated by the students we met. We understood that students needed to pay for these internships, and that students are informed about the payment requirements, but that the internships themselves were organised by the Department.



We were impressed by the range of research topics on offer to students when undertaking their research projects. Indeed, we understood that students could determine which topics to investigate. While this offers considerable choice, it increases the burden on the Department to find appropriately experienced staff to supervise each topic, and it also reduces the potential for staff to develop their own research portfolios. We would encourage the Department to consider adopting some programmatic research, which would enable some students to work together on related research projects that fall within the research interest of academic staff.

We understood that Patient and Public Involvement and Engagement (PPIE) is not commonplace in psychology courses and research in Cyprus as yet, but given that this is a positive global trend amongst many of the top universities, it would be useful for the Department to consider how PPIE can be incorporated within student selection procedures, teaching and research.

There was good evidence to show that employment after graduating from the course is taken seriously and students are offered appropriate advice and support. We were presented with some information about the places students find work immediately after graduating, but we would encourage the Department to keep a clear log of the 'first destination' the student arrives at following graduation. This may also help better market the course to prospective students.

### **Strengths**

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

#### **Strengths for Psychology (B.Sc.)**

- The design of the study programme follows a clear structure and is well designed.
- Regular instructor evaluations, student satisfaction surveys, a faculty development programme and the involvement of faculty in the community ensure the continuous development of the programme (PER).
- Students appreciated the theory-practice link in the teaching.
- Students felt that their feedback was taken seriously and acted upon.
- Center of applied psychology and personal development (KEPSYPA)

#### **Strengths for Psychology (M.Sc. Clinical - Counseling)**

- The design of the study programme follows a clear structure and is well designed.
- Regular instructor evaluations, student satisfaction surveys, a faculty development programme and the involvement of faculty in the community ensure the continuous development of the programme (PER).
- Number and diversity of internships, and the possibility of 'top-up' optional internships.
- Supportive research supervisors.
- Students appreciated the theory-practice link in the teaching.
- Students felt that their feedback was taken seriously and acted upon.
- A healthy balance of students being recruited for the MSc from the University's own Bachelor's programme and from other universities.
- The uniqueness of some courses (e.g., Play therapy) was identified as a particular strength.
- Center of applied psychology and personal development (KEPSYPA)







**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.*

**Areas of improvement and recommendations for Psychology (B.Sc.)**

- See above.
- Study abroad elements could be (better) integrated into the standard curriculum; Some administrative difficulties were mentioned by students with respect to integrating ERASMUS activities into their course of studies. The EEC recommends a better mapping of courses across partner universities.

**Areas of improvement and recommendations for Psychology (M.Sc. Clinical - Counseling)**

- The overall research methods teaching could be increased. We noted that there was one course on multivariate statistics, but would like to encourage more quantitative methods taught. There was no specific qualitative research methods course outlined in the documents we had seen. We would strongly recommend that more qualitative research methods are taught, such that all students had a basic understanding of these research methods so as to be able to critically appraise published research, and we would also like to see more opportunities for students to undertake qualitative research.
- We encourage the Department to consider how PPIE can be incorporated within student selection procedures, teaching and research.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	[Title 3]
1.1	Policy for quality assurance	Compliant	Compliant	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Choose answer
1.3	Public information	Compliant	Compliant	Choose answer
1.4	Information management	Compliant	Compliant	Choose answer



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## 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 and 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?*



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- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*



## **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.*

### **Findings for Psychology (B.Sc.)**

The course content matches that of other international BSc programs. Teaching is conducted in small groups involving many practical elements. Most of the course content and literature provided to students is up to date. Student assessments are typically based on examinations, assignments, and class participation. The relative importance of these criteria seems appropriate.

We were assured about the range of opportunities that students had in relation to extra-curricular activities, including a number of societies and clubs. We saw evidence of a good mix of didactic and role-play pedagogical methods in some areas of teaching.

We were unable to comment on whether or not students are encouraged to take an active role in creating the learning process.

### **Findings for Psychology (M.Sc. Clinical - Counseling)**

We saw evidence of practical and theoretical studies being interconnected, and students valued this. The organisation and the content of practical training appeared appropriate and meets the needs of the stakeholders. We recognise the impressive array of public contribution that staff and students play in society. However, we would recommend that the Department conducts a mapping exercise to determine how the needs of the Cypriot society are being met by the training and teaching provided on this MSc (e.g., by considering the key healthcare concerns of the society and how psychologists can address these concerns).

We were assured about the range of opportunities that students had in relation to extra-curricular activities, including a number of societies and clubs. We saw evidence of a good mix of didactic and role-play pedagogical methods in some areas of teaching.

We were unable to comment on whether or not students are encouraged to take an active role in creating the learning process.

## **Strengths**

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

### **Strengths for Psychology (B.Sc.)**

- The small classes/cohort sizes are a key strength of the B.Sc. psychology programme at EUC.
- The small courses facilitate interaction, active participation, and allow student-centered teaching and learning.
- Good number of extra-curricular activities for students.
- Individualized recommendations are provided to students on their course of studies.



- There are effective mechanisms in place to secure early drop-out, so that the drop-out rates are comparatively low (the maximum number of drop-outs was 28 out of 174 in the B.Sc. programme offered in Greek in 2017-2018. Since then the drop-out rate has decreased). The EEC was informed that many of the drop-outs opted for different study programmes, which is appropriate at this early stage in one's studies. The drop-out rates in the English-speaking program are comparable or lower.

### Strengths for Psychology (M.Sc. Clinical - Counseling)

- The small classes/cohort sizes are a key strength of the M.Sc. psychology programme at EUC.
- The small courses facilitate interaction, active participation, and allow student-centered teaching and learning.
- Good evidence of some public/civic engagement activities.
- Individualized recommendations are provided to students on their course of studies.
- Good number of extra-curricular activities for students
- The drop-out rates in the M.Sc. programme are comparable or smaller to the B.Sc. programme.

### Areas of improvement and recommendations

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

### Areas of improvement and recommendations for Psychology (B.Sc.)

- More attention in teaching (and research) could be put on Open Science practices. This involves discussing the importance of preregistration, a replicable workflow, the use of open software, open data, as well as open access publishing.
- Assessments appeared to be rated by individual markers, with little or no 'second marking' or 'audit marking'. We would recommend that audit marking be undertaken and that there is a clear process of dealing with any discrepancies. The EEC welcomes the Department's plan to have 20% exams per course assessed by two independent examiners.

### Areas of improvement and recommendations for Psychology (M.Sc. Clinical - Counseling)

- More attention in teaching (and research) could be put on Open Science practices. This involves discussing the importance of preregistration, a replicable workflow, the use of open software, open data, as well as open access publishing
- Assessments appeared to be rated by individual markers, with little or no 'second marking' or 'audit marking'. We would recommend that audit marking be undertaken and that there is a clear process of dealing with any discrepancies. The EEC welcomes the Department's plan to have 20% exams per course assessed by two independent examiners.

- We recommend that the Department conducts a mapping exercise to determine how the needs of the Cypriot society are being met by the training and teaching provided on this MSc.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Choose answer
2.2	Practical training	Compliant	Compliant	Choose answer
2.3	Student assessment	Compliant	Compliant	Choose answer

### 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**

*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.*

#### **Findings for Psychology (B.Sc.)**

With 12 faculty members, one special teaching personnel, and 25 scientific collaborators, the psychology programme is a medium-sized programme. The student-faculty ratio seems appropriate for the B.Sc. and M.Sc. programme, although an evaluation is difficult due to the large number of contract-based scientific collaborators. The expertise of faculty members covers a large range of topics, which is reflected in the course content of the BSc. programme.

The staffing model includes staff who are on full-time tenured posts and those on part-time short-term contracts. Part-time staff were “scientific collaborators” who had short-term contracts. The EEC were surprised by the larger number of staff on short-term contracts. We did not see evidence of parity of esteem/opportunity for contracted staff compared to tenured staff in terms of rewards, promotions, or tenure. While the model currently used by the Department is useful when short-term contracted staff are few in number, it does raise concerns for the sustainability of the course and the fairness for those who cannot or choose not to have full-time jobs (e.g., those with child caring responsibilities). In our universities, tenured staff can have the option to have full-time or part-time posts. We did not see this as an option at the Department. There are clear benefits of having such a mixed staffing model where tenured staff can have part-time or full-time options.

We were assured that student feedback is assessed regularly and that the feedback is taken seriously and acted upon.







We saw good evidence that the teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside in Cyprus and abroad. The staff are to be commended for this and we would like to encourage more of such activities.

There was evidence that scholarly activity to strengthen the link between education and research is encouraged, and staff can 'buy-out' time for high quality research. This link between practice and theory was also highlighted as a strength by the students. The teaching staff publications are within the discipline, and are closely related to the programme's courses.

In the academic year 2018/2019, five staff members and two special teaching personnel (rank: Senior Instructor/Instructor; 1 course each) taught a total of 16 courses during the summer term 2019. The number of courses per faculty member ranged between 1 and 5 courses. In the fall term 2018, a total of eight staff members and 1 special teaching personnel taught a total of 22 courses. For the academic year 2018/2019, nine out of 10 listed faculty members were involved in the Bachelor program plus 2 (of 2 listed) special teaching personnel.

#### *Findings for Psychology (M.Sc. Clinical - Counseling)*

With 12 faculty members, one special teaching personnel, and 25 scientific collaborators, the psychology programme is a medium-sized programme. The student-faculty ratio seems appropriate for the B.Sc. and M.Sc. programme, although an evaluation is difficult due to the large number of contract-based scientific collaborators. The expertise of faculty members covers a large range of topics, which is reflected in the course content of the BSc. programme.

The staffing model includes staff who are on full-time tenured posts and those on part-time short-term contracts. Part-time staff were "scientific collaborators" who had short-term contracts. The EEC were surprised by the larger number of staff on short-term contracts. We did not see evidence of parity of esteem/opportunity for contracted staff compared to tenured staff in terms of rewards, promotions, or tenure. While the model currently used by the Department is useful when short-term contracted staff are few in number, it does raise concerns for the sustainability of the course and the fairness for those who cannot or choose not to have full-time jobs (e.g., those with child caring responsibilities). In our universities, tenured staff can have the option to have full-time or part-time posts. We did not see this as an option at the Department. There are clear benefits of having such a mixed staffing model where tenured staff can have part-time or full-time options.

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There was evidence that scholarly activity to strengthen the link between education and research is encouraged, and staff can 'buy-out' time for high quality research. This link between practice and theory was also highlighted as a strength by the students. The teaching staff publications are within the discipline, and are closely related to the programme's courses.





In the academic year 2018/2019, three staff members taught a total of 7 courses during the summer term 2019. The number of courses per faculty member ranged between 1 and 5 courses. In the fall term 2018, three staff members taught a total of 7 courses. For the academic year 2018/2019, five out of 10 listed faculty members were involved in the Master program (none of the special teaching personnel was involved in the M.Sc. program).

We were pleased to see the number of research-active staff on the MSc programme. We were also pleased to see that some students had the opportunity to conduct research within research projects conducted by the staff. While there was a clear strength in some aspects of the teaching of quantitative methods, we did not evidence much experience of teaching of qualitative methods.

The quality and quantity of pedagogical training offered to teaching staff was appropriate. If Cyprus has an accreditation process for teaching staff in Higher Education, teaching staff should have the opportunities to apply for such accreditation and should be encouraged and supported to achieve such qualifications.

The EEC were surprised that staff with clinical or counselling practicing licenses had to undertake their professional practice outside of contracted hours of the university in order to maintain their professional license. We believe the university benefits from the staff having such licenses and therefore would encourage the university to consider how staff can be allocated time during university working hours to undertake the minimum level of clinical/counselling activities to maintain professional practicing licences.

### **Strengths**

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

#### **Strengths for Psychology (B.Sc.)**

- Most of the faculty members conducted at least part of their training at international leading academic institutions. Along with an (academically speaking) young faculty, this ensures an internationally up-to-date teaching program.
- Full time faculty members may receive a reduction of their teaching load, based on their research activities. Central support is provided for the operation of labs, sabbaticals, conferences, and bioethics approvals (which we learned are not only expensive, but also difficult to obtain).

#### **Strengths for Psychology (M.Sc. Clinical - Counseling)**

- Most of the faculty members conducted at least part of their training at international leading academic institutions. Along with an (academically speaking) young faculty, this ensures an internationally up-to-date teaching program.
- Full time faculty members may receive a reduction of their teaching load, based on their research activities. Central support is provided for the operation of labs, sabbaticals, conferences, and bioethics approvals (which we learned are not only expensive, but also difficult to obtain).
- Multivariate analysis teaching and research opportunities.





### **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.*

#### **Areas of improvement and recommendations for Psychology (B.Sc.)**

- The EEC was surprised by the high number of non-tenured staff (“scientific collaborators”) on short-term contracts. This is a potential risk for the course’s ability to provide expertise at specific time points related to specific topics. We would recommend that the Department and University consider this job family of non-tenured staff and explore options to make them more permanent and find appropriate promotion opportunities.
- The EEC was also surprised by the low number of full professors in psychology. Internationally, it is rather uncommon that the head of the department is at the assistant professor level (although the current head of the department is certainly doing an excellent job). We understand that at EUC also assistant professors are tenured, but would recommend reserving positions with high administrative duties to more senior personnel. This would grant junior faculty members the necessary time to focus on research.
- We would encourage the Department to consider teaching and conducting more qualitative research, and where staff are unavailable to do this, the Department considers this aspect in future academic appointments, and also considers whether current staff can make use of Continued Professional Development in qualitative research methods.
- We recommend the university considers how staff can be allocated time during university working hours to undertake the minimum level of clinical/counselling activities to maintain professional practicing licences.

#### **Areas of improvement and recommendations for Psychology (M.Sc. Clinical - Counseling)**

- The EEC was surprised by the high number of non-tenured staff (“scientific collaborators”) on short-term contracts. This is a potential risk for the course’s ability to provide expertise at specific time points related to specific topics. We would recommend that the Department and University consider this job family of non-tenured staff and explore options to make them more permanent and find appropriate promotion opportunities.
- The EEC was also surprised by the low number of full professors in psychology. Internationally, it is rather uncommon that the head of the department is at the assistant professor level (although the current head of the department is certainly doing an excellent job). We understand that at EUC also assistant professors are tenured, but would recommend reserving positions with high administrative duties to more senior personnel. This would grant junior faculty members the necessary time to focus on research.
- We would encourage the Department to consider teaching and conducting more qualitative research, and where staff are unavailable to do this, the Department considers this aspect in future academic appointments, and also considers whether current staff can make use of Continued Professional Development in qualitative research methods.
- We recommend the university considers how staff can be allocated time during university working hours to undertake the minimum level of clinical/counselling activities to maintain professional practicing licences.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Compliant	Choose answer
3.2	Teaching staff number and status	Partially Compliant	Partially Compliant	Choose answer
3.3	Synergies of teaching and research	Compliant	Compliant	Choose answer

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

##### Sub-areas

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

##### **4.1 Student admission, processes and criteria**

###### Standards

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

##### **4.2 Student progression**

###### Standards

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

##### **4.3 Student recognition**

###### Standards

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

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### **Findings**

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

##### **Findings for Psychology (B.Sc.)**

In contrast to many public universities in Europe, there are no quantitative admission criteria for the BSc. programme. Students with a completed secondary high school education (12 years of schooling) are generally considered for application.

The admission decision is not made by the department of social and behavioral sciences, but by the office of admission, based on qualitative criteria such as extra-curricular involvement, commitment, and the potential for personal growth along with a solid high school record. Likewise, we understood that there is no fixed number of places in the undergraduate programme. Students' progression is monitored closely by a personal advisor.

Pre-defined and published regulations regarding students' recognition are in place.

UEC may recognize up to ½ of the total credits of the programme from previous studies.

Upon graduation, students receive an official graduation certificate, along with a diploma supplement, that follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES.

The EEC was informed that it is planned to routinely double check 20% of the grades by another faculty member.





We did not see evidence of any external (i.e., from other universities in Cyprus) checks on the grading/marketing standards and whether these are in line with national standards.

### Findings for Psychology (M.Sc. Clinical - Counseling)

There appears to be a robust process for selecting and interviewing potential students. The process appears fair and transparent. The EEC, however, noted the lack of external stakeholders (particularly clients/patients) in the selection interviews, and would like to encourage the Department to consider how to involve them in these decision-making processes.

There are a number of assignments for each of the modules taught, and these appear appropriate and proportionate to the number of credits in each module.

For some courses, the overall grade includes an assessment of “Class Participation and Attendance”. We would like the team to reflect on how class participation is systematically assessed, and whether this assessment can negatively bias some students, simply based on their personalities.

Most of the assignments tended to be assessed using written examinations. We would encourage the Department to consider alternative ways of assessing modules to reduce the burden for both students and staff created by written examinations.

The EEC was informed that it is planned to routinely double check 20% of the grades by another faculty member.

### **Strengths**

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

#### Strengths for Psychology (B.Sc.)

- Clearly defined and published regulations regarding students’ recognition are in place.
- EUC established a committee for students with special needs (EFEEA), who identifies students with difficulties after the students has been officially registered.

#### Strengths for Psychology (M.Sc. Clinical - Counseling)

- Clear and transparent selection process.
- EUC established a committee for students with special needs (EFEEA), who identifies students with difficulties after the students has been officially registered
- Clear focus on employment threaded throughout the programme.

### **Areas of improvement and recommendations**

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

#### Areas of improvement and recommendations for Psychology (B.Sc.)



- The department should consider implementing routine checks on the grading/markings standards and whether these are in line with national and international standards.
- We would like the team to reflect on how class participation is systematically assessed, and whether this assessment can negatively bias some students, simply based on their personalities.

Areas of improvement and recommendations for Psychology (M.Sc. Clinical - Counseling)

- The department should consider implementing routine checks on the grading/markings standards and whether these are in line with national and international standards.
- We recommend having external stakeholders (particularly clients/patients) in the selection interviews, and would like to encourage the Department to consider how to involve them in these decision-making processes.
- We would like the team to reflect on how class participation is systematically assessed, and whether this assessment can negatively bias some students, simply based on their personalities.
- We would encourage the Department to consider alternative ways of assessing modules to reduce the burden for both students and staff created by written examinations.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Compliant	Choose answer
4.2	Student progression	Compliant	Compliant	Choose answer
4.3	Student recognition	Compliant	Compliant	Choose answer
4.4	Student certification	Compliant	Compliant	Choose answer



## 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?*



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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## **Findings**

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

### **Findings for Psychology (B.Sc.)**

Because of the SARS-CoV-2 pandemic, the EEC could not visit the premises, library, laboratories, etc.. However, we were provided with video material to gain an impression. Based on this information, we found the teaching and learning resources state of the art. The library and central IT infrastructure seems to support the needs of the department and some of the physical infrastructure seems excellent (Microsoft innovation center, gym).

The library appeared well-stocked and the students had access to relevant journals. We heard about the Joint-Cyprus Library Initiative, which is a real asset.

The department of social and behavioral sciences uses moodle and blackboard as their two main learning management systems.

We were assured that the staff were knowledgeable in the subjects they taught, and based on student feedback, we felt that they were approachable and supportive, and their expertise and guidance was much valued by the students.

We did not see evidence of diversity amongst the student population (in terms of mix between full and part-time students). We saw good evidence that students are informed about the services available to them.

### **Findings for Psychology (M.Sc. Clinical - Counseling)**

Because of the SARS-CoV-2 pandemic, the EEC could not visit the premises, library, laboratories, etc.. However, we were provided with video material to gain an impression. Based on this information, we found the teaching and learning resources state of the art. The library and central IT infrastructure seems to support the needs of the department and some of the physical infrastructures seem excellent (Microsoft innovation center, gym).

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We did not see evidence of diversity amongst the student population (in terms of mix between full and part-time students). We saw good evidence that students are informed about the services available to them.





We were unable to inspect the labs, but based on the written description in the report and the videos we saw, it appeared that these were appropriate for the teaching of the MSc course. We saw considerable evidence for the teaching of personality assessments, but not much for psychophysics. However, we were informed that the students had access to other facilities in other departments/schools within the university. We have no basis to judge the appropriateness of these facilities. Neuropsychological assessments appeared to focus on the Wescher scales, and we would like to encourage the Department to consider other types of assessments also (for altered brain function), including both objective and subjective (patient-reported) measures, and computerised and paper-pencil tasks.

### **Strengths**

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

#### **Strengths for Psychology (B.Sc.)**

- The EEC was impressed by the comparatively smooth transition from traditional teaching and learning to a digital format as a result of the SARS-CoV-2 pandemic.
- As compared to many public universities in Europe, students receive great support in organizing their studies, taking care of administrative duties, finding housing, etc.
- Knowledgeable, approachable, and supportive staff.
- Appropriate library services for the courses taught.

#### **Strengths for Psychology (M.Sc. Clinical - Counseling)**

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- As compared to many public universities in Europe, students receive great support in organizing their studies, taking care of administrative duties, finding housing, etc.
- Knowledgeable, approachable, and supportive staff.
- Appropriate library services for the courses taught.

### **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.*

#### **Areas of improvement and recommendations for Psychology (B.Sc.)**

- There seems to be no established procedures for open access publishing. We recommend that a clear and transparent process be outlined for staff and students to seek funding for Article Processing Charges for Open Access publications.
- We encourage the Department to consider other types of assessments also (for altered brain function), including both objective and subjective (patient-reported) measures, and computerised and paper-pencil tasks.

- At present, the sharing of resources across departments at EUC seems to work well. For example, the department of Education already made use of the Microsoft innovation center, with similar opportunities existing for the department of behavioral and social sciences (e.g., for teaching purposes, data visualization/exploration, etc.). With an increasing number of faculty members and students, however, EUC may consider adopting a more formal procedure for sharing resources to secure fair, reliable, and transparent access.

Areas of improvement and recommendations for Psychology (M.Sc. Clinical - Counseling)

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- We understand that students are informed about the requirement for them to self-fund their placements and personal therapy. We encourage the Department to consider how the internships and personal therapy sessions can be subsidised for those students from poorer economic backgrounds.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	[Title 3]
5.1	Teaching and Learning resources	Compliant	Compliant	Choose answer
5.2	Physical resources	Compliant	Compliant	Choose answer
5.3	Human support resources	Compliant	Compliant	Choose answer
5.4	Student support	Compliant	Compliant	Choose answer



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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## 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:*
  - o *regular meetings*
  - o *reports per semester and feedback from supervisors*
  - o *support for writing research papers*
  - o *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

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.





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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not Applicable
6.2	Proposal and dissertation	Not Applicable
6.3	Supervision and committees	Not Applicable



## D. Conclusions and final remarks

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

The EEC was impressed by the quality and thoroughness of the documents and videos we were provided with. Although it was not possible to attend the visit in person, the video meeting worked relatively well. We appreciate that this format was chosen over an in-person visit due to the Coronavirus pandemic, and we hope that future evaluation visits resume in-person formats. We would, however, like to congratulate the academic, administrative, management and student teams who attended the online meeting. We appreciate that it was a particularly long and full meeting, but we were impressed by how well all parties engaged in the process.



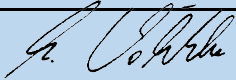
We felt that the staff and students were open about their experiences and receptive to feedback. We saw that they were able to reflect on the strengths and challenges they faced in designing and delivering the courses, and draw upon their learning from other experiences (and some from other universities in Cyprus and abroad).

Overall, we felt that the Department was compliant on all aspects that we were required to evaluate. We noted several strengths of the programme. We also felt that there were some areas where there is potential for growth to bring the BSc and MSc programmes in line with other programmes we are aware of internationally. We do not repeat them here, but would strongly encourage the university and departmental staff to take note of these in our report.

We are of the opinion that both the BSc and MSc courses are valuable - for students, for the university, and for society. We were informed of some new developments that are planned for the future, and we wish the Department all the best in their pursuance of excellence and service to their students and the wider society.



**E. Signatures of the EEC**

Name	Signature
Prof. Ute GABRIEL	
Prof. Roshan DAS NAIR	
Prof. Manuel VÖLKLE	
Chloe Yiannakou CONSTANTINIDES	Yiannakou
Evrydiki KOLOKOU디아	
Click to enter Name	

**Date:** 02-January-2021

