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

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Doc. 300.1.1

Date: 30 Nov 2022

External Evaluation Report

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

- **Higher Education Institution:**

  American University of Beirut Mediterraneo

- **Town:** Paphos

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

- **Department/ Sector:** Psychology

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

  In Greek:

  Ψυχολογία, 4 χρόνια, 240 ECTS, Πτυχίο

  In English:

  Psychology (4 years/240 ECTS), BSc

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

- **Programme's status:** new

- **Concentrations (if any):**

  In Greek:
  In English: N/A

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 site visit took place on 28th November 2022, and followed this schedule (meetings were delayed by an hour due to transportation issues):

10:00 – 10:10

A brief introduction of the members of the External Evaluation Committee

10:10 – 10:50

A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution

A meeting with the members of the Internal Evaluation Committee

10:50 – 11:30

A meeting with the Head of Psychology

Short presentation of the School's / Department's structure
Mission and strategic planning   (including SWOT analysis)
Connecting with society
Development processes

11:30 – 11:40

Coffee   Break

11:40 – 12:40

Psychology   (4 Years / 240 ECTS, BSc)

The program'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

Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)

12:40 – 13:40

Lunch Break

13:40 – 14:40

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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.

15:40 - 16:00

Coffee Break

16:00 – 16:30

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

Students from AUB joined this session remotely

16:30 – 16:50

A meeting **ONLY** with members of the administrative staff.

16:50 – 17:20

On-site visit to the premises of the institution (i.e. library, computer labs, research facilities).

17:20 – 17:30

A meeting only for the members of the EEC (to sum up and discuss for any additional clarifications needed)

17:30 – 18:00

A meeting with the Head of Psychology and the programme's Coordinator - exit discussion (questions, clarifications and first comments from the EEC).

Click or tap here to enter text.

B. External Evaluation Committee (EEC)

Name	Position	University
Martin Corley	academic member + chair	University of Edinburgh
Jan H Kamphuis	academic member	University of Amsterdam
Christina Athanasiades	academic member	Aristotle University of Thessaloniki
Chara Demetriou	member	Council of Registration for Psychologists Cyprus
Angeliki Mitka	student member	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:*
  o *has a formal status and is publicly available*
  o *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  o *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  o *ensures academic integrity and freedom and is vigilant against academic fraud*
  o *guards against intolerance of any kind or discrimination against the students or staff*
  o *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  o *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  o *is designed by involving students and other stakeholders*
  o *benefits from external expertise*
  o *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)*

- o *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*

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- 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)?*

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- *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

Most support services are centrally provisioned, and this makes sense given the relatively small size of the department.

Courses are designed in a bottom-up fashion, taking the views of stakeholders (students and staff) into account. There are opportunities to challenge marks as part of a systematic attempt to avoid prejudice. Courses will be taught in English, assuring international access (and AUBM has a plan to attract international students). All modules are weighted 6 ECTS for a nominal 15 * 75 minutes' instruction. This seems appropriate for the weighting, taking individual study time, and time preparing assignments, into account.

A comprehensive website is in development.

Strengths

AUB has a strongly supportive culture with carefully thought-through and comprehensive QA, and we expect this to be reflected in AUBM with the specific appointment of a QA officer. Likewise, the VITA system is a noteworthy long-term planning instrument that has been detailed by AUBM all the way up to 2032.

Forms for standard course evaluations are in place (Appendix 4), and elaborate procedures for comprehensive periodic program review are in place (Appendix 5/6).

Areas of improvement and recommendations

The panel did not find detailed information about graduate destinations and career paths in the information presented, although we recognize that these would have been more relevant to AUB than to AUBM. Students from AUB were however satisfied with their career prospects, and strong ties with alumni are evident.

It is also important for the public to have a complete website with all necessary information on programmes, faculty and support services.

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

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

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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.*

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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

The panel formed a positive impression of AUBM's intentions towards teaching and student assessment. Much of this was gleaned from information concerning AUB, or from conversations with the competent and engaged teaching staff, both from Psychology and from the Institute of Liberal Arts, and also with AUB students. We did not have access to examples of practical sessions, examination questions, marking rubrics, etc.

Planned course materials showed that a number of digital and other skills were likely to be developed. There were however some questions about whether the depth of specialised statistical training would be sufficient to support the high-quality research ambitions associated with the programme.

Methods of assessment, where elaborated in our meeting, appeared tailored to the courses' learning outcomes.

Individual needs are to be supported by a disability office, although we noted that the planned approach was reactive rather than proactive (i.e., adjustments were made on an ad-hoc basis rather than mainstreamed, which may be fully appropriate for the currently foreseen number of students). Access to buildings on the campus for students with disabilities is in line with the American Disabilities Act (ADA).

Research engagement is to be augmented via volunteer research support from interested students.

Strengths

Considerable attention has been paid to the planning of teaching, and there is an awareness that the final details will depend on the successful recruitment of teaching faculty. Because the programme is predicated on a well-established programme in AUB, there is reason to believe that many "teething problems" which typically beset new academic programmes can be anticipated and, where practicable, avoided.

Clearly, several good practices exist regarding positively impacting the community by blending guided student research and practice efforts, a traditional strength of AUB extended to AUBM.

Areas of improvement and recommendations

Some course descriptions consisted of chapter lists from textbooks that were out-of-date. We do appreciate that these are "place-holders" for courses which will be developed by new hires, and we were impressed by the one new hire we met who was able to outline an updated syllabus, but specific attention should be paid to the course descriptions to ensure that they are all properly updated as the degree gets underway. There is an opportunity in the medium-term to consider what might be done differently, or even better, than the programme at AUB, in order to develop a truly 21st-century and international Psychology programme.

There is an opportunity to build on AUB's excellent societal engagement through the curriculum, perhaps through an "outreach"-style course, thus ensuring an integration of practice and theory in the psychology programme. Perhaps, a module that will connect the students with the community, under the title "Applications in Psychology and Field Experience".

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

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

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3. **Teaching staff** *(ESG 1.5)*

Sub-areas

    3.1 Teaching staff recruitment and development
    3.2 Teaching staff number and status
    3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

Findings

The majority of teaching staff for this programme have not been hired yet. There are clear recruitment processes, and guidelines for assuring competence, encouraging academic development, and fostering links between teaching and research. That said, at the time of writing, these remain promissory and cannot be fully evaluated. For that reason, we confine ourselves to commenting on the recruitment and development plans for the department, although we note that the panel was impressed by the teaching staff in Psychology and in the General Education programme that they were able to meet.

Strengths

There is a fully-developed and detailed recruitment plan and process, which, if successful, should stand the department in good stead. Overall, three carefully selected professors per area of specialisation seems adequate for the number of students envisioned. Planned time allocations for

professors include 40% of time for research, which is in line with practice at R1 Universities in the USA and at major European Institutions. Careful periodic review of courses is planned, per course as well for the programme as a whole.

Areas of improvement and recommendations
Careful attention is indicated with respect to the continuous development of teaching skills as the department develops, perhaps through the Centre for Teaching and Learning at AUB. We did not extensively discuss plans for visiting staff, but we would strongly encourage teaching and research exchange whenever possible to prevent stagnation over time.

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

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

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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

Of note, this section is being completed before any students have been admitted, let alone progressed through the programme. Accordingly, our answers here are exclusively based on what is planned in the submitted documentation and presentations.

Admission and progression standards, as currently planned, are all fully met. Specifically, admission is a function of both grades and SAT scores, which is designed to serve as a standardised metric of achievement as far as is possible.

Progression rules for students appear to be well-described. Students who fail to gain the appropriate numbers of credits in an academic year will be required to extend their periods of study. Courses can be discontinued based on 40% of the grade total, giving students a degree of control over their academic progression.

Strengths

See above.

Areas of improvement and recommendations

See above.

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

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

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Learning resources and student support *(ESG 1.6)*

Sub-areas

3.1 **Teaching and Learning resources**
3.2 **Physical resources**
3.3 **Human support resources**
3.4 **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

The physical estate of AUBM is in development (Annex 7), although a temporary location has been sourced (Annex 4). This temporary space will provide adequate teaching and practical room for the relatively small number of students projected to join Psychology in 2023. Computer facilities are already in place, and there is a plan to provide dedicated eye-tracking and EEG facilities. The library has access to most major e-resources.

Most support services are centrally provisioned, and this makes sense given the relatively small size of the department. Among these are student counselling, a Learning Centre, and a careers advisory service. The panel met representatives of these and other staff services and were impressed by the levels of service planned.

Strengths

AUB clearly has a student-centred culture, which we expect to replicate at AUBM. Student services are well-designed. The planned campus will improve what is already a pleasant temporary learning environment.

Areas of improvement and recommendations

Some AUB students mentioned that the careers service could be more proactive in showing them possible career paths, although they were quick to point out that faculty were extremely helpful in this eventuality. As mentioned elsewhere, there was some doubt about the method by which new textbooks can be procured for the library.

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

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

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:*
  - o *the stages of completion*
  - o *the minimum and maximum time of completing the programme*
  - o *the examinations*
  - o *the procedures for supporting and accepting the student's proposal*
  - o *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:*
  - o *the chapters that are contained*
  - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - o *the minimum word limit*
  - o *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

NA

Strengths

NA

Areas of improvement and recommendations

NA

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	NA

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6.2	Proposal and dissertation	NA
6.3	Supervision and committees	NA

D. Conclusions and final remarks

Starting a degree programme at the same time as a new department is a major undertaking. In the case of Psychology at AUBM, three key factors have convinced the panel that this undertaking is not only feasible, but is likely to succeed: First, the programme is supported by the existing strength of AUB, which means that the rules and processes are tried and tested, and the programme itself is an iteration of a previously successful degree. Second, the people the panel met, both academics and professional services staff, were palpably invested in the success of the enterprise. Third, there is a carefully staged plan for implementation, such that the department can grow as students progress from year to year, with risks carefully considered, assessed Appendix 12/13), and mitigable at each stage of development.

The major risks to the programme are the two types of recruitment. Student recruitment is necessary for the programme to succeed, and we have commented further in the department assessment. Staff recruitment matters not only in terms of number but in terms of specialism: The final shape of the programme offered will depend on the specialisms of the professors the department is able to recruit. Here, the panel sees an opportunity to appoint a methodologist, and perhaps to beef up the (R-based) methodological components of the programme to reflect current international trends in the discipline.

Few details were offered of a programme for visiting professors, although we believe that this is planned. We would emphasise the importance of such a programme to ensure that there are continued fresh influences on the programme, helping to prevent stagnation in teaching as well as research. On a related note we indicated above that the course descriptions that we would expect to see once the programme is up and running should perhaps be reliant on up to date textbooks (we believe that this will happen naturally as new staff are appointed).

An aspect of AUB which particularly impressed the panel was its four strands of societal engagement, and we hope that this will be replicated in AUBM. In fact we believe that there is an opportunity to build such engagement into the programme (as a credit-carrying course), which will act to strengthen the formal ties between theory and practice in the degree.

At the meeting, the panel felt that the representatives of AUB and AUBM were welcoming, open, and transparent, and that they had a clear vision and a solid plan for the implementation of the new programme. We were impressed with everyone we met; and we feel that, under the guidance of Professors Wassim El Hajj and Arne Dietrich, the department, and the programme, will be in

safe hands in their early stages. We wish AUBM every success in this new venture, and look forward with interest to hearing how things progress from here.

E. Signatures of the EEC

Name	Signature
Martin Corley	
Jan H. Kamphuis	
Christina Athanasiades	
Angeliki Mitka	
Chara Demetriou	

Date: November 30, 2022